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JUNE, 1924

No. 2

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State Teachers College

Fredericksburg, Virginia



THIRTEENTH ANNUAL CATALOGUE

Catalogue 1923-24

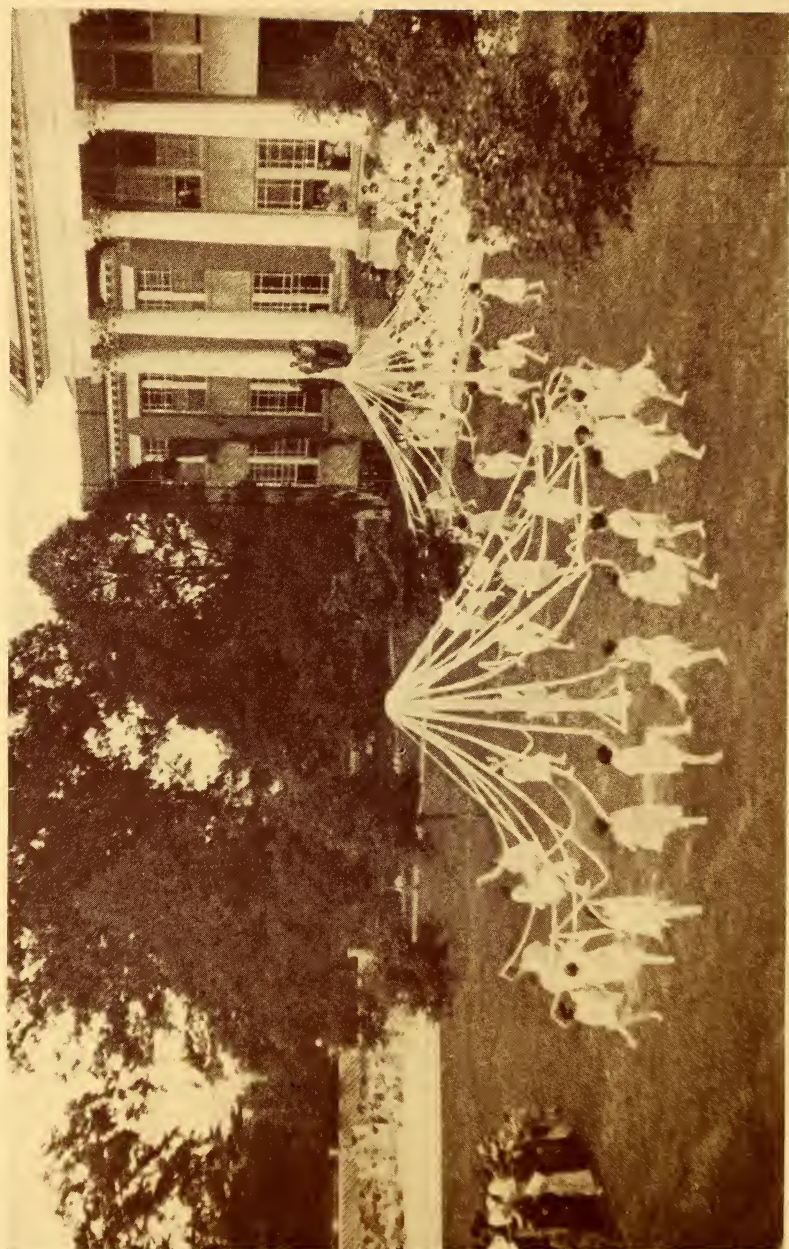
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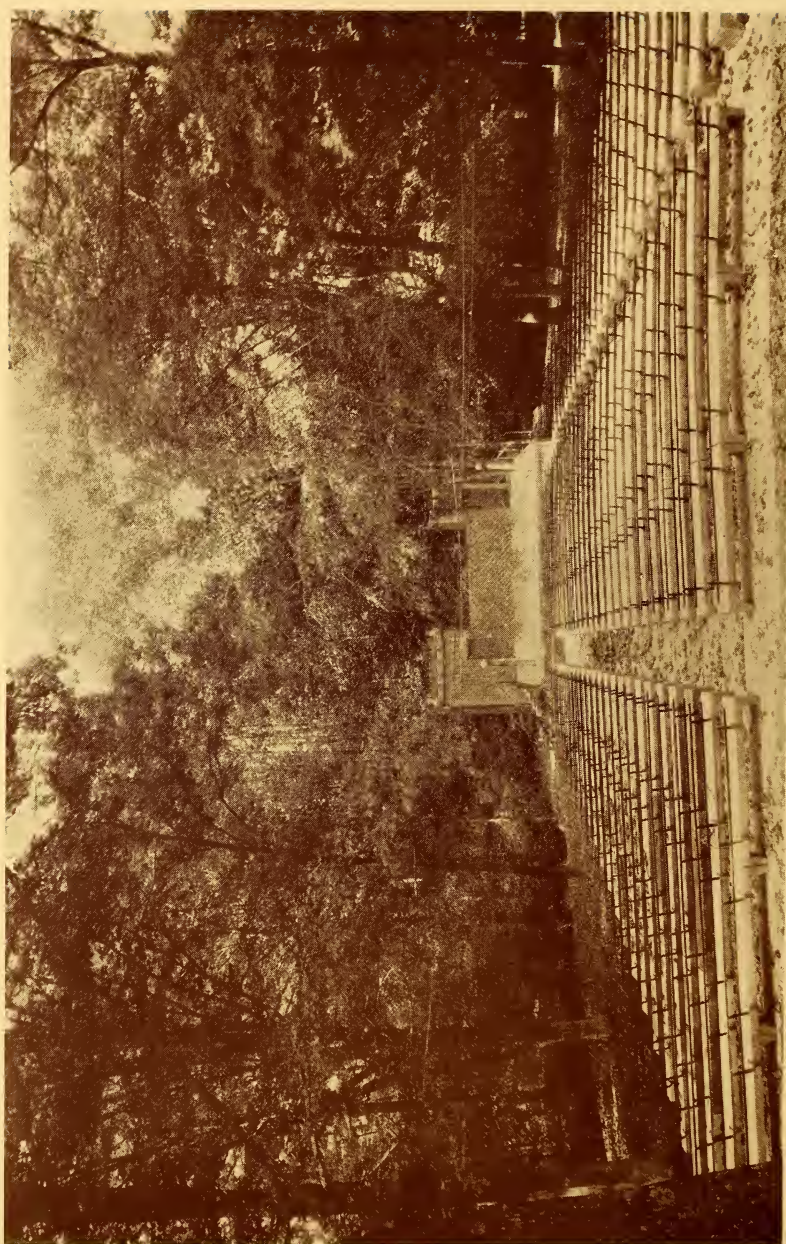
SIDE VIEW OF MONROE HALL AND CAMPUS



MAY DAY SCENE ON THE CAMPUS



BETTY LEWIS HALL—OUR NEWEST DORMITORY



OPEN AIR THEATRE

The Coffer-Miller Players say: "One of the most beautiful spots in which we have played, the only open air theatre in which the acoustics are perfect."

THIRTEENTH ANNUAL CATALOGUE

State Teachers College

Fredericksburg, Virginia



CATALOGUE FOR 1923-1924
ANNOUNCEMENTS FOR 1924-1925

Session Opens September 23, 1924
Session Closes June 8, 1925

PORTSMOUTH, VA.:
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1924

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A TEACHER'S CREED*

I believe in a high standard for myself as a teacher.

I believe that the professional training of teachers is the only safe guarantee of educational progress and improved citizenship.

I hate hypocrisy and ignorance and believe them the greatest enemies of honest endeavor and worth-while results.

I believe that teachers should be paid in proportion to their professional training, experience in teaching, personality, and social attitudes.

I recognize teaching as an ethical and altruistic profession and am convinced that a part of its reward is in the joy of service and the satisfaction arising from duty fully performed.

I realize my responsibility as an officer of Virginia, appointed to train its future citizens, and pledge myself to serve with gushing good faith in discharging the functions of my office.

I desire to possess all the necessary tools of my profession, knowing that I can do little without them.

I recognize the necessity for a knowledge of subject matter and method; of exhibiting wholesome social attitudes in my work and play; of understanding the psychology of growing children; of believing in them; of loving them; of understanding their mental processes, their tastes and talents, their aversions and prejudices; of sensing their potential value as citizens in the making.

I believe in health education as the foundation of all mental, social, and spiritual uplifts.

I believe in the play instinct of children, and in the value of its guidance, direction and stimulation as a part of the educative process.

I believe that true culture is a certain refined efficiency in any line of endeavor, whether it be mental or physical, and its measure is the degree of efficiency with which a task is performed.

I believe in the co-operation of all educational forces and factors. I believe it my duty and I esteem it my privilege to collaborate with every other teacher and school official in every educational problem with which either is concerned.

I believe in democracy *in* education and in democracy *of* education, and consider the imposition of autocratic authority, based upon power alone, subversive of the ideals of citizenship-training needed in this "land of the free and home of the brave."

I believe in definiteness and system and organization in all school enterprises.

I believe that selfishness has no place in my profession and that service should be the fullest and greatest word in the vocabulary of the teacher.

I cannot define in exact words the term "Professional Ethics," but somehow I feel that if I live by the creed here outlined I shall possess and exemplify it in a high degree.

*From an address by the President of the State Teachers College at Fredericksburg, Va., before the State Teachers Association, Richmond, Va., November, 1923.

CALENDAR

1924

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COLLEGE CALENDAR

1924-25

Session opens.....	Tuesday, September 23
Registration Day—New students.....	Tuesday, September 23
Registration Day—Old Students.....	Wednesday, September 24
Class Work Begins.....	Thursday, September 25
First Quarter Ends.....	Friday, December 19
Second Quarter Begins.....	Tuesday, January 6
Second Quarter Ends.....	Friday, March 20
Third Quarter Begins.....	Monday, March 23
Third Quarter Ends.....	Monday, June 8
Thanksgiving Holiday.....	November 27-28
Christmas Holiday.....	December 22—January 6, inc.
Easter Holiday.....	April 10-14, inc.*
Session Closes.....	Monday, June 8

Students of whatever religious faith are expected to conform to the holiday schedule as outlined above.

NOTES

The dormitories will be open for boarders and supper will be served on Monday, September 22nd. All new students, and those former students who are candidates for special examinations, will report to the Registrar on September 23rd, so that they will be ready for special examinations September 28th.

Students returning late after holidays or leaving before holiday begins will lose in class standing. Only sickness or some great emergency is considered a valid excuse for absence from class work. Such excuses will be passed upon by the Registrar or Dean of Women. Such excuses will not be given except under very unusual circumstances.

Students may enter at the beginning of any quarter.

Reports will be mailed parents at the close of each quarter. Special reports will be sent at other times if occasion requires it.

The Schedule of lectures for 1924-25 is posted at beginning of the session, and will be adhered to strictly. Students are requested to note this schedule, and plan their work accordingly.

No reduction is made in board for temporary absence from the School. Absence due to sickness and extending over a week, will be credited on board bill.

*Classes will be held Saturday, April 18, instead of Tuesday, April 14.

BOARD OF VIRGINIA TEACHERS COLLEGES

W. C. LOCKER, *President*, 805 E. Marshall St., Richmond, Va.
ROBERT A. McINTYRE, Warrenton, Va.
GEO. N. CONRAD, Harrisonburg, Va.
H. L. HOOKER, Stuart, Va.
NORMAN R. HAMILTON, Portsmouth, Va.
ALFRED G. PRESTON, Amsterdam, Va.
DR. H. M. DEJARNETTE, Fredericksburg, Va.
BEN W. MEARS, Eastville, Va.
MISS BELLE WEBB, Petersburg, Va., General Delivery.
MISS J. KATHERINE COOK, Roanoke, Va.
MISS FRANCES SHUMATE, Glen Lynn, Va.
ROBERT L. BEALE, Bowling Green, Va.
GOV. E. LEE TRINKLE, *Ex-officio*.
HARRIS HART, *Superintendent Public Instruction*, Richmond,
Virginia, *Ex-officio*.
ROBERT K. BROCK, *Secretary-Auditor*, Farmville, Va.

EXECUTIVE COMMITTEE

MESSRS. CONRAD, WEBB, LOCKER, PRESTON, HART, MEARS

FINANCE COMMITTEE

MESSRS. PRESTON, MEARS, HAMILTON

INSURANCE COMMITTEE

MESSRS. SHUMATE, CONRAD, HOOKER

COURSE OF STUDY COMMITTEE

MESSRS. LOCKER, HART, MISS WEBB, MISS SHUMATE, MISS COOK

FACULTY

STATE TEACHERS COLLEGE, FREDERICKSBURG, VA.

1923-1924

The order of names has no special significance.

A. B. CHANDLER, JR., B.A., M.A.

PRESIDENT

Preparatory Education in Virginia Midland and Bowling Green Academies; B.A. and M.A. University of Virginia; Teacher in Locust Dale Academy; Miss Ellett's School for Girls; Special Student in Law, Washington and Lee University; Principal Clifton Forge Graded and High School; Principal in Richmond Public Schools; Professor English in Virginia Mechanics' Institute; Conductor of State Summer School at Fredericksburg; State School Examiner; Author Virginia Supplement to Frye's Grammar School Geography; Editor of School Page of New Leader; Dean Fredericksburg State Normal School, 1911-1919; Co-Editor Virginia Journal of Education, 1918-1919; Vice-President State Teachers' Association, Third and First Districts; President Fredericksburg State Normal, May, 1919-24; President Fredericksburg State Teachers College, 1924—.

BUNYAN Y. TYNER, B.A., M.A.

DEAN, AND EDUCATION

Preparatory Education in Buies Creek Academy and Business College, North Carolina; B.A., Wake Forest College; M.A., Columbia University, with Special Diploma in Education; Teachers' College; Teacher in Public Schools of North Carolina; Instructor in Buies Creek Academy Summer School; Principal The Wingate High School of North Carolina; Graduate Student, Teachers' College, Columbia University, Summer Session, 1919; Professor in Education, Wake Forest College, Summer Session, 1921; Fredericksburg State Normal School, 1912-24; Fredericksburg State Teachers College, 1924—.

W. N. HAMLET, C.E.

MATHEMATICS AND SCIENCE

Educated in Public Schools of Lynchburg; C.E. of V. M. I.; Special Courses in Science and Mathematics at University of Virginia and Cornell; Principal of Public High Schools at Ashland, Va., and Lonoke, Ark.; Instructor in Science in State Summer Schools; Assistant Principal John Marshall High School, Richmond, Va., and Head of Science Department in same; Professor of Analytical Chemistry in Department of Pharmacy, Medical College, Richmond, Va.; Director Analytical Chemistry in the Medical Department of the Medical College, Richmond, Va.; Fredericksburg Normal School, 1911-24; Fredericksburg State Teachers College, 1924—.

WALTER JORSENSEN YOUNG, A.B., A.M., Ph.D.

SOCIAL SCIENCES

A.B., Richmond College, 1907; A.M., 1910; Ph.D., 1911, University of Pennsylvania; Graduate Student, Summer Session, Columbia University, 1911; Summer Session, University of Pennsylvania School of Education, 1913; Professor of Biology, Psychology and Philosophy, Hampden-Sidney College, Virginia, 1911-13; Professor of Philosophy and Education, Richmond College, Virginia, 1913-18; Supervisor of City Schools, Suffolk, Va., 1918-19; Professor of Education, Summer Session, Harrisonburg State Normal School, 1918; Principal of Summer School, Suffolk, Va., 1919; Fredericksburg State Normal School, 1919-24; Fredericksburg State Teachers College, 1924—.

ETHEL I. SUMMY, A.B., M.A.

TRAINING SCHOOL SUPERVISOR AND EDUCATION

Graduate City Normal School, Washington, D. C., A.B., and M.A., George Washington University; Graduate Student Teachers' College, Columbia University, 1918-19; Assistant in Nature Study and Gardening, Wilson Normal School, Washington, D. C.; Primary Demonstration Teacher, University of Tennessee Summer School, 1917; Instructor in Education, University of Virginia Summer School, 1918-19-20; Institute Work in Maryland and Virginia; Elementary Supervisor Fredericksburg Normal School, 1920-24; Fredericksburg State Teachers College, 1924—.

MARY ETHEL NESMITH, A.B., B.S., A.M.

ENGLISH

Graduate Lander College, A.B., 1908; Student Teachers' College, Columbia University, 1910-12; Graduate, *ibid.*, B.S. in Education with Diploma in the Teaching of English and Latin, 1912; Student Teachers' College, Columbia University, 1918-19; A. M., *ibid.*, 1919, with Diploma in the Supervision of English; Graduate Student, Summer Session, *ibid.*, 1922; Principal Benson Graded School, Benson, S. C., 1908-09; Teacher City Schools, Florence, S. C., 1909-10; Head of Department of English, High School, Greensboro, N. C., 1912-13; Instructor Department of English, Georgia State College for Women, 1913-18, 1919-22; Summer Sessions, Georgia State College for Women, 1920-21; Head of Department of English, State Normal School for Women, Fredericksburg, Va., 1922-24; State Teachers College, Fredericksburg, 1924—.

CATHERINE S. BEESON, A.B.

ASSISTANT IN ENGLISH

Two year Normal Diploma in English, Georgia State College for Women; A.B., Georgia State College for Women; student Teachers' College, Columbia University, 1922-23; Head of Department of English, Metter High School, Metter, Georgia; Assistant in English, State Teachers College, Fredericksburg, Va., 1923-24.

PEARL M. HICKS

PHYSICAL EDUCATION

Preparatory Education in Public Schools, St. Joseph's Academy, and Indiana State Normal, Terre Haute, Indiana; Graduate Thomas Normal Training School, Department of Physical Education, Detroit, Mich.; Taught in Public Schools, Indiana and Southwest; Teacher Physical Education, Detroit Public Schools; Physical Director Pennsylvania Training School; Physical Director, Fredericksburg State Normal School, 1920-24; Special Student in Education and Physical Education, University of Wisconsin; State Teachers College, Fredericksburg, Va., 1924—.

IDA B. LACEY

RURAL SUPERVISION AND EDUCATION

Preparatory Education, Union Free School, Leicester, N. Y.; Graduate State Normal School, Geneseo, N. Y. (classical course); Teachers' College, Columbia University; Teacher, Public Schools in N. Y., 1899-1904; City Schools, Raton, N. Mexico, 1904-05; Principal Grammar School, River Edge, N. J., 1910-11; Principal Training School, State Normal School, Castleton, Vt., 1911-12; Head Normal Department, Broadus Institute, Phillippi, W. Va., 1912-13; Instructor Training Classes for Teachers in New York State High Schools, 1906-10, 1913-17, 1919-20; Critic Teacher, State Normal School, Clarion, Pa., 1920-22; Rural Supervisor Fredericksburg State Normal School, 1922-24; Fredericksburg State Teachers College, 1924—.

A. LEAH GAUSE, B.S.

NATURAL SCIENCE AND EDUCATION

Graduate State Normal School, West Chester, Pa.; B.S., Cornell University; Instructor in Nature Study, Cornell University, Summer Session, 1921-22; Instructor in Nature Study and Physiology, Friends School, Baltimore; Natural Science and Education, Fredericksburg State Normal School, 1922-24; Fredericksburg State Teachers College, 1924—.

MRS. CHARLES LAKE BUSHNELL, B.A.

DEAN OF WOMEN AND BIBLE

Graduate University of Tennessee, B. A.; Professor of Latin, Reidsville, N. C., High School; Professor of English, Winthrop College; Principal Gwynn School; Dean of Women, Synodical College, Fulton, Mo.; Dean of Women, Fredericksburg State Normal School, 1921-24; Fredericksburg State Teachers College, 1924—.

MRS. DALIA L. RUFF

DIETITIAN AND ASSISTANT DEAN OF WOMEN

Educated in Public Schools of Virginia; State Normal School, Farmville, Va.; Teacher in Public Schools of Virginia, 1906-11; Teacher in High Schools of North Carolina, 1911-18; State Normal College, Greensboro, N. C.; Fredericksburg State Normal School, 1919-24; Fredericksburg State Teachers College, 1924—.

HELENA MARCO, B.S.

COMMERCIAL EDUCATION

B.S., Simmons College; Secretary to the Dean of Simmons College; Director of Secretarial Department, Nasson Institute, Springvale, Maine; Director of Secretarial Courses, University of Vermont, Burlington, Vermont; Commercial Education, Fredericksburg State Normal School, 1922-24; Fredericksburg State Teachers College, 1924—.

MRS. WALTER M. BERGER, B.C.S.

ASSISTANT COMMERCIAL EDUCATION

Graduate Greensburg, Pa., High School; Leech's College, Greensburg, Pa.; Bowling Green, Ky., University, Bachelor of Commercial Science Degree; Student Indiana State Normal School, Indiana, Penn.; Instructor Commercial Department Sharon, Pa. and Harrisonburg, Va., High School; Assistant, Commercial Education, State Teachers College, Fredericksburg, Va., 1923—.

J. LOUISE LEWIS

FINE AND INDUSTRIAL ARTS

Full Diploma and Industrial Arts Diploma, Fredericksburg State Normal School, 1915; Teacher of Fine and Industrial Arts in the Glen Allen Graded School, Virginia, 1915-16; Assistant Fine and Industrial Arts Department, Fredericksburg State Normal School, 1916-20; Student of Fine and Industrial Arts, Teachers' College, Summers of 1917, 1918 and 1922; Teacher of Drawing in Farmville State Normal School, 1920; Student of Fine and Industrial Arts Teachers' College, Session 1920-21; Fine and Industrial Arts, Fredericksburg State Normal School, 1921-24; Fredericksburg State Teachers College, 1924—.

MAUDE M. JESSUP

ASSISTANT IN FINE AND INDUSTRIAL ARTS

Graduate Charlottesville High School and Normal Training School; Teacher Public Schools of Virginia, 1912-15-16-17; Industrial Arts and Drawing Professional Certificates, University of Virginia Summer School; Advanced Student of Normal Art, Industrial Art School of Pennsylvania, Philadelphia, 1913-14; Assistant in Industrial Arts, University of Virginia Summer School, 1917; Clerk, Belgium Relief, Food Administration, Washington, D. C., 1918; Drawing and Industrial Arts Instructor University of Virginia Summer School, 1919-21; Supervising Teacher of Drawing, Primary Schools, Washington, D. C., 1919-21; Student, George Washington University, 1919-21; Assistant Professor Fine and Industrial Arts, Fredericksburg State Normal, 1921-24; Fredericksburg State Teachers College, 1924—.

OLIVE GARRISON, B.S., M.A.

ASSISTANT IN FINE AND INDUSTRIAL ARTS

Graduate Yonkers High School, N. Y.; B.S., M.A., Teachers College, Columbia University; Teacher in Fine Arts, Detroit Public Schools, and State Teachers College, Cape Girardeau, Missouri; Assistant in Fine and Industrial Arts, State Teachers College, Fredericksburg, Va., 1923—.

JEAN A. DOREL, Ph.B., A.M.

HOME ECONOMICS

Preparatory Education in Public Schools of Aurora, Indiana; Ph.B., University of Chicago; A.M., Teachers College, Columbia; Supervisor of Sewing, York, Pa.; Instructor in Clothing and Design, Westport High School, Kansas City, Missouri; Director of Home Economics, Fredericksburg State Teachers College, 1923—.

MARY EVANS HOLMAN, B.S.

ASSISTANT IN HOME ECONOMICS

Graduate of Accredited High School, 1918; Graduate Home Economics Department State Normal School, Fredericksburg, 1920; B.S. Degree in Home Economics, College of William and Mary, 1922; Assistant in Home Economics Department, Fredericksburg State Normal School, 1922-24; Fredericksburg State Teachers College, 1924—.

EVA TAYLOR EPPES

PUBLIC SCHOOL MUSIC

Graduate in Piano, Harmony, English and History, Southern College, Petersburg, Va.; Graduate Cornell University Music Department; Voice, Jean Trigg, Richmond, Va.; Voice, Helen Allen Hunt, Boston, Mass.; Teacher of Piano, Waverly High School, Waverly, Va.; Supervisor of Music, Petersburg, Va.; Choir Work; Assistant Supervisor of Music, Richmond, Va.; Director of Music, Fredericksburg State Normal School, 1922-24; Fredericksburg State Teachers College, 1924—.

NORA C. WILLIS

INSTRUMENTAL MUSIC—PIANO

Educated in Public School of Fredericksburg; Graduate of Piano, Harmony, and Theory of Music, Fredericksburg College; Pupil of Jacob Reinhart, Richmond; Piano Teacher in Williamson Presbyterian Academy; Piano Teacher in Woman's College, Richmond; Summer Work at Cornell University; Fredericksburg State Normal School, 1911-24; Fredericksburg State Teachers College, 1924—.

MRS. B. Y. TYNER, B.A.

LANGUAGES

Preparatory Education, The Wingate High School, North Carolina; B.A., Meredith College; Teacher History and Languages, Union Institute, North Carolina; Instructor in Wingate High School; Languages, Fredericksburg State Normal School, 1920-24; Fredericksburg State Teachers College, 1924—.

SUE VERNON WILLIAMS, A.B., M.A.**LIBRARIAN**

A.B. and M.A., Randolph-Macon Woman's College; University of Virginia and University of North Carolina, Summer Sessions; Teacher in South Carolina High School; Graduate Carnegie Library School, Carnegie Library of Atlanta; Library work at Hickory, North Carolina; Cataloger, Birmingham-Southern College, Birmingham, Alabama; Librarian, State Teachers College, Fredericksburg, Va., 1923—.

KATHERINE E. JESSUP, A.B.**SUPERVISOR NINTH GRADE**

Preparatory Education, Buckhorn High School, Va.; A.B., Meredith College, Raleigh, N. C.; Columbia University Summer Sessions, 1919 and 1921; Assistant Principal Buckhorn High School, Virginia; Teacher English, Middleburg, N. C.; Principal of Chowan High School, North Carolina; Principal of LaGrange High School, North Carolina; Supervising Teacher Junior High Training School, State Teachers College, Fredericksburg, Va., 1923—.

BETTY H. SHORT**SUPERVISOR EIGHTH GRADE**

Graduate of Lawrenceville High School; Graduate of Farmville State Normal; Summer Course, University of Virginia; Summer Course, Teachers' College, N. Y.; Assistant Principal, Charlie Hope High School; Principal, Ebony High School; Principal, Buckhorn High School; Sixth Grade Supervising Teacher, Fredericksburg State Normal; Seventh Grade Supervising Teacher, Fredericksburg State Normal; Supervising Teacher, Junior High Training School, State Teachers College, Fredericksburg, Va., 1923—.

RUTH GRAY FERRIS**SUPERVISOR GRAMMAR GRADES, LEE HILL**

Graduate of High School, St. Croix Falls, Wisconsin; University of Virginia, Summer Session 1917 and 1919; Teacher Virginia Public School, New Kent County, 1917-18; Chesterfield County, 1919-20; Graduate Fredericksburg State Normal School, 1922; Teacher of Eighth Grade in City Schools, Des Plaines, Ill, 1922-23; Critic Teacher Lee Hill Rural School, 1923.

ESTHER A. E. MAAKESTAD**SUPERVISOR PRIMARY GRADES, LEE HILL SCHOOL**

Graduate Central High School, Suttons Bay, Michigan; Graduate Michigan State Normal School, Ypsilanti, Michigan; Summer School, Mt. Pleasant Normal, Mt. Pleasant, Michigan; Taught in Public Schools of Leelanau County, Michigan; Taught in City School of Flint, Michigan; Taught in Public Schools of Petersburg, Alaska; Supervisor Primary Grades, Lee Hill School, 1921.

M. JOSEPHINE JERRELL

PRINCIPAL TRAINING SCHOOL AND SUPERVISOR SEVENTH GRADE

Graduate State Normal School, Fredericksburg, Virginia, 1915; Teacher in Public Schools of Virginia, 1915-16; University of Pennsylvania, Summer School; Summer School, Fredericksburg, 1919; Teachers' College Summer School, 1921; Supervisor Hopewell Primary and Grammar School, 1917-22.

ETHEL H. NASH

SUPERVISOR FIRST GRADE

Graduate of Fredericksburg High School; Graduate of Fredericksburg State Normal School; Student Fall Term, George Peabody College for Teachers; Demonstration Teacher, Fredericksburg Summer School, 1919-20; Primary Instructor, Asheville Normal School, Asheville, N. C., 1921; First Grade Supervising Teacher, Training School, Fredericksburg State Normal, 1918-24; Fredericksburg State Teachers College, 1924—.

MYRTLE TOWNES

SUPERVISOR SECOND GRADE

Graduate State Normal School, Farmville, Va., 1911; Supervising Teacher, Second Grade, Fredericksburg Normal Training School, 1911-1920; Demonstration Teacher of Grades II and III, Fredericksburg Summer School, 1915; Student at Teachers College, Columbia University, Summer Session, 1916; Demonstration Teacher of Grades II and III, Fredericksburg Summer School, 1918; Supervising Teacher, Fredericksburg Normal Training School, Second Grade, 1921-24; Fredericksburg State Teachers College, 1924.—

L. MARIE JAMES

SUPERVISOR THIRD GRADE

Graduate Fredericksburg State Normal School, 1918; Student, Teachers' College, Columbia University Summer Sessions, 1920-1923; First Grade, Eastville, Va., 1918-19; Supervising Teacher, Lee Hill Rural School, 1919-21; Kindergarten, Belle Haven, Va., 1921-22; Primary Grades, Belle Haven, Va., 1922-23; Demonstration Teacher, Fredericksburg Summer School, 1921; Supervising Teacher Third Grade, Fredericksburg Normal Training School, 1923-24.

MRS. HELEN W. CARMICHAEL

SUPERVISOR FOURTH GRADE

Graduate Bristol High School; Graduate Farmville State Normal; Teacher in Elementary Schools, Bristol, Va.; Supervising Teacher, Grade Four, Fredericksburg Normal Training School, 1911-1919; Demonstration Teacher of Grades Four and Five, Fredericksburg Summer School, 1918; Student of Teachers' College Summer Sessions, 1912-1916-1923; Supervising Teacher Fredericksburg State Teachers College Training School, Grade Four, 1923—.

MARY BELLE FRANKLIN

SUPERVISOR FIFTH GRADE

Graduate Cary High School, North Carolina; Littleton College; Summer Session University of North Carolina, 1913; Summer Sessions North Carolina State College, 1917-1921; Teacher in Public Schools, Wake County, North Carolina, four years; Primary Grade and Grammar Grade; Macclesfield High School, 1917-18; Third and Fourth Grades; Camden Grammar School, Alabama, 1918-20, Third and Fourth Grades; Hopewell Elementary School, Hopewell, Virginia, 1920-22, Third Grade; Supervising Teacher, Fourth Grade, State Normal School, Fredericksburg, Va., 1922-24; Fredericksburg State Teachers College, 1924—.

LOLA A. FELTY

SUPERVISOR SIXTH GRADE

Student of University of Chattanooga, 1903-05; Teacher in Public Schools of Virginia, 1906-14; Student Harrisonburg State Normal School, 1915-16; Graduate of Radford State Normal School, 1918; Teacher in Virginia High School, 1918-22; Student of University of Virginia Summer School, 1912-13-14-21-22; Fredericksburg State Teachers College, 1924—.

ELIZABETH SULLIVAN MORAN, R. N.

SCHOOL NURSE AND ASSISTANT IN SCIENCE

Graduate Radford High School, 1913; Graduate State Normal School, East Radford, Va., 1915; Teacher in Public Schools of Virginia, 1915-17; Graduate Johns Hopkins Hospital School of Nursing, 1920; Head Nurse in the Public and Private Wards Johns Hopkins Hospital, 1920-22; Certificate in Public Health Nursing, School of Social Work and Public Health, Richmond, Va., 1923; Institutional Nurse and Teacher of Hygiene and School Inspection, Fredericksburg State Normal School, 1923—.

OFFICERS STUDENT ACTIVITIES

THE BATTLEFIELD

ROSE LUBKOVITZ	Editor-in-Chief
HAZEL CONNELL	First Associate Editor
MADELINE MILLBANK	Second Associate Editor
LUCETTA WEBB	Organization Editor
WILLIE BIVENS	Alumnae Editor
EDITH WOOTEN	Business Manager
WILLIE MORRIS SNOUFFER	Assistant Business Manager
REBECCA LEVY	Athletic Editor
FRANCES JENNINGS	Wit Editor
MAGGIE LEE MATTHEWS	Advertising Manager
ALICE WARDE	Art Editors
LEAH LEWIS	
MARION CLARK	

THE BULLET

MARY RECTOR	Editor-in-Chief
ELECTA HAMNER	Assistant Editor
WILLIE MORRIS SNOUFFER	Business Manager
HAMNER DUNKLEY	Assistant Business Manager
EDITH WOOTEN	Advertising Managers
ELIZABETH PULLEYN	

STUDENT GOVERNMENT

ALICE WARDE	President
EVA EDWARDS	First Vice-President
ELLEN FOX	Second Vice-President
MOLLY COATES	Secretary

ALUMNAE ASSOCIATION

MARY HOLMAN, '20	President
ALICE CLARK PEIRCE	Vice-President
FRANCES ECHENRODE, '22	Treasurer
JULIET WARE, '21	Corresponding Secretary
EVA OLIVER, '23	Recording Secretary

ATHLETIC ASSOCIATION

INDIA SINCLAIR	President
HILDA SIMPSON	Vice-President
MARY McLAUGHLIN	Secretary
ROSE LUBKOVITZ	Treasurer

Y. W. C. A.

ELIZA FRAIZER	President
HELEN BLUE	Vice-President
ELIZABETH PULLEYN	Secretary
NELL HAWES	Treasurer
DOROTHY CHILES	Undergraduate Representative

WASHINGTON LITERARY SOCIETY

HAZEL CONNELL	President
(Office made vacant by resignation)	Vice-President
DOROTHY LOWDER	Secretary
ELIZABETH MAY	Treasurer

MAURY LITERARY SOCIETY

LUCETTA WEBB	President
MARY CLYNES	Vice-President
CATHRINE ADAMS	Secretary-Treasurer

BUSINESS AND HOME DEPARTMENTS

A. B. CHANDLER, JR.	<i>President</i>
BUNYAN Y. TYNER	<i>Dean</i>
MISS NANNIE G. McCLEARY	<i>Secretary to the President</i>
MISS MOLLIE COATES	<i>Secretary to the Dean</i>
MRS. CHARLES L. BUSHNELL	<i>Dean of Women</i>
MRS. JOHN RUFF	<i>Dietitian and Assistant Dean of Women</i>
DR. C. MASON SMITH	<i>School Physician</i>
MRS. JOHN C. FERNEYHOUGH	<i>Treasurer and Bookkeeper</i>
MISS ANNIE G. CLARKE	<i>Supt. Laundry and Postmistress</i>
MISS ELIZABETH MORAN	<i>School Nurse</i>

FACULTY COMMITTEES FOR 1923-24

Course of Study—B. Y. Tyner, *Chairman*; Chandler; Hamlet; Summy.

Programs and Schedules—Hamlet, *Chairman*; Marco; Summy.

Decorations—M. Jessup, *Chairman*; Garrison; Dorell.

Publicity—Young, *Chairman*; Berger; Beeson.

Athletics—Hicks, *Chairman*; Young; Moran.

Library—Tyner, *Chairman*; Williams; Gause.

STUDENT ACTIVITIES

BUSHNELL, *General Chairman*

(a) *Y. W. C. A.*—Holman, *Chairman*; Mrs. Tyner; K. Jessup.

(b) *Washington Literary Society*—Lacey, *Chairman*; Willis; Short.

(c) *Maury Literary Society*—Eppes, *Chairman*; Williams; Marie James.

(d) *Student Government*—Mrs. Bushnell, *Chairman*; Tyner; Mrs. Ruff.

(e) *Lyceum, Moving Pictures and Radio*—M. Jessup; Dorell; Garrison.

(f) *Battlefield*—Lewis, *Chairman*; NeSmith; M. Jessup; Dorell; Marco.

(g) *Bullet*—NeSmith, *Chairman*; Beeson; Williams; Marco.

(h) *Dramatics*—NeSmith, *Chairman*; Eppes; M. Jessup; Hicks.

(i) *Tea Room*—Lewis, *Chairman*; Holman; Dorell.

(j) *Athletics*—Hicks; Young; Moran.

Faculty Meetings—Summy, *Chairman*; Young; Short.

City Training School—Dickinson, *Chairman*; Tyner; Jerrell; Lacey; Chandler.

Commencement—Lewis, *Chairman*; Hicks; Willis; Holman; Eppes; Dorell;

M. Jessup; Garrison; Berger.

Alumnae Service and Extension—Tyner, *Chairman*; Lewis; Holman.

The State Teachers College

Fredericksburg, Va.

THIS institution is a State Teachers College. Originally organized in 1911 as a Normal School its work has grown and expanded to such an extent that the Legislature in 1924 changed its name to State Teachers College in order that its name may conform to the character of work done, that its students may enjoy the prestige due to the college name, and that the public school system of the State may reap the benefit of the services of teachers who are graduates of a Standard Teachers College.

This institution holds membership in the American Association of Teachers Colleges. Graduates of its two year curriculum are given by the State Board of Education the Normal Professional or Special Certificate. Graduates of its four year curriculum with the degree of Bachelor of Science in Education are given by the State Board of Education the Collegiate Professional Certificate, this being the highest grade of certificate granted by the State Board.

The institution was originally established by the General Assembly of Virginia by Act March 14th, 1908, and opened its doors for students in September, 1911. The Legislature has made during each succeeding biennium additional appropriations for maintaining the work of the institution and has provided funds for buildings now valued at nearly one half million dollars. These buildings consist of two large dormitories, administration building, four faculty homes, central heating plant, steel water tank. In addition, walk-ways and drive-ways have been built through the grounds, an open air theatre has been constructed in the beautiful grove and several members of the faculty have constructed residences adjoining the grounds.

The location has been made beautiful with grass and trees and shrubbery. The driveway to town is asphalted and the sidewalk to town is shaded by a series of beautiful trees.

In addition, the citizens of Fredericksburg have erected a new dormitory for the use of the school. This dormitory is named "Betty Lewis Hall," after Betty, the sister of George Washington.

IMPORTANT ADDITION

FOUR YEAR B.S. DEGREE COURSE FOR TEACHING ACADEMIC SUBJECTS IN THE REGULAR ACCREDITED FOUR YEAR HIGH SCHOOL HAS BEEN ADDED FOR THE 1924-25 SESSION. THIS IS THE OUTSTANDING DEVELOPMENT FOR NEXT YEAR. SEE PAGE 45 FOR STATEMENT OF THIS COURSE.

THE PLACE OF A TEACHERS COLLEGE IN THE SCHEME OF EDUCATION

It is now generally recognized by the best trained superintendents, high school principals, supervisors and others in touch with the needs of the public schools, that professional education is absolutely essential for the highest success in the school room and is far superior to the old line classical education. Discriminating educators infinitely prefer a teacher for either elementary or high school subjects who has been trained in a professional teacher training institution. The proper combination and co-ordination of academic and professional subjects, together with observation and practice teaching, form an ideal curriculum for the most successful service in the teaching profession.

The Teachers College at Fredericksburg provides this type of education. While it is our main purpose to train for the profession of teaching, we think we could demonstrate that the type of education provided at this College is also the most beneficial and practically useful for general life purposes.

LOCATION

The school property consists of more than sixty acres situated on the ridge known as Marye's Heights. The elevation of this tract is such as to give a commanding view of the city of Fredericksburg and the beautiful Rappahannock Valley for several miles in either direction. Six acres of this tract consist of a beautiful grove containing many varieties of our most attractive native trees. This offers a delightful park for the students.

The air is pure and wholesome and the grounds are sufficiently rolling to provide an ample natural system of drainage. The open territory is sufficient for out-of-door games and exercises and for demonstration use in connection with the rural arts department. This distance from the grounds to Washington Avenue, one of the principal residential streets of the city, is just one-half mile, thus making it altogether convenient for

students in the city to attend the school. The grounds are connected with this street by a new driveway and cement walk. In the center of these grounds is a spring of clear and wholesome water which enjoys an enviable local reputation.

THE CITY OF FREDERICKSBURG

Fredericksburg is situated on the fall line and is at the head of navigation of the Rappahannock River. Its population is about 6,000. No city of its size in America is richer in historic interest than Fredericksburg. It has interesting connections with all of the great wars since the formation of the republic. It is supported by its manufacturing interests and the large agricultural section which is tributary to it.

It is the main point on the Richmond, Fredericksburg and Potomac Railroad between Richmond and Alexandria, half way between Richmond and Washington, is the terminus of the narrow-gauge road between Fredericksburg and Orange and of the Maryland, Delaware and Virginia steamboat line between this city and Baltimore. It is therefore easily accessible to all points in the State east of the Blue Ridge Mountains.

The great Quebec-Miami International Highway, which has been almost completed at a cost of many millions of dollars, passes through this city. Fredericksburg is connected with the capitals both of the State and of the Nation, not only by the best railway line in the State, but also by this beautiful driveway. Thousands of tourists now visit the city every year since the opening of this public highway.

In Fredericksburg are to be found the home of Washington and of his mother; of General Fielding Lewis; of General Hugh Mercer; the old house to which James Monroe held a pocket deed to qualify him for a seat in the House of Burgesses; the old Rising Sun Tavern, the resort of General Washington and many of his contemporaries; here Lafayette was entertained; here General Washington was made a Mason; here was the only home in America of John Paul Jones; here is the beautiful monolith, a duplicate in miniature of the Washington Monument, erected by the women of America during Cleveland's administration to the memory of Mary, the mother of Washington; here was fought the Battle of Fredericksburg during the War between the States. In fact the Normal School property itself was a part of this battleground.

But Fredericksburg is celebrated not alone for its historic interests. The city is an old, cultured, Christian community, and

has always enjoyed a well-deserved reputation for hospitality. Its climate is ideal, and we know of no city that has a more favorable health record.

It is progressive in its government, and has enjoyed for some years the commission form of government. The city is favored with superior telegraph and telephone facilities, ample mail service, water supply, gas, electric lights, and all the usual city conveniences.

BUILDINGS

The Board of the Virginia Teachers Colleges has named the two main dormitories Frances Willard Hall and Virginia Hall.

The buildings are large, convenient, and handsome, and are equipped with all modern conveniences for the comfort of the students and the work of the school. The dormitories are of the Ionic and Doric types of architecture and are the shape of the letter H. The students and several members of the faculty live in the buildings. Every student's room is well lighted and ventilated. In fact, there is no dark room in the building except a few rooms used exclusively for storage purposes.

A separate building has been constructed for the heating plant, storage tanks, the electric-light plant, and the laundry.

The first floor of one of the dormitories contains, besides a few bedrooms, the parlor, the dining-room, the pantry, and kitchen. The second and third stories of both dormitories contain sleeping apartments for the students exclusively.

The first floor of the other dormitory contains offices of the President and his Secretary, of the Registrar, of the Treasurer and Bookkeeper, the library, and several storage rooms.

The dining-room will seat three hundred students, is beautifully lighted and in every respect most admirably fits the demand. The kitchen is just back of the dining-room, is large and equipped with every modern convenience.

On the second floor of each dormitory are rooms suitably equipped and set apart for use as an infirmary. These rooms are supplied with every necessary convenience, such as private baths, toilets, medicine chests, and hospital furniture.

These buildings are among the most artistic, modern, and thoroughly equipped dormitories in the South. The buildings are finished in pressed brick on cement foundation and are trimmed in Indiana sandstone. The floors of the porticoes are of cement and the columns of the porches are of beautiful classic types. The stairways are constructed of fireproof material. There are broad stairways at the ends of the buildings, thus minimizing the danger incident to fire.

Each student's room is finished in mission style. Each room can comfortably accommodate three persons, and is furnished with single iron beds, high-grade mattresses, and ample bedding. There are two large inlet wardrobes in each room. Every room has a stationary washstand with hot and cold water. The plumbing throughout the building is modern and sanitary. Each floor is provided with an abundance of baths. The buildings are heated with steam and lighted with electricity.

The handsome and imposing Administration Building—Monroe Hall—stands about fifty yards from each of the dormitories, and is in the shape of a Roman cross; it is of the Corinthian type of architecture. The class of material used in its construction is similar to that used in the dormitories.

In the basement are the swimming pool, dressing rooms, gymnasium, bench and metal department of Industrial Arts, carpenter room, and heating plant.

The first floor contains the rest rooms for day students, the postoffice and supply room, the departments of History, Modern Languages, English, Education, Geography, Sewing, Biology, Music, Business and Commerce.

The second floor contains the departments of Home Economics, Chemistry, Physics, Mathematics, Industrial Arts, with laboratories for the various departments. A handsome auditorium, seating about 900 people, is also on the second floor.

This building is heated and ventilated by the most perfect heating and ventilating system known. The electric wiring in all buildings is by the conduit system, which is accepted as the safest and best.

The school has recently erected a 50,000 gallon steel water tank, giving an increased water supply both for domestic use and for fire protection.

BETTY LEWIS HALL

To take care of our rapidly increasing enrollment it has become necessary for us to provide additional rooming accommodations. Accordingly a new dormitory has been constructed and is now ready for occupancy. The new dormitory provides for an additional fifty to sixty students. This dormitory is named "Betty Lewis Hall." The name is peculiarly appropriate since Betty Lewis, the wife of Fielding Lewis, was a sister of George Washington and lived in Fredericksburg at Kenmore on Washington Avenue in sight of the dormitory.

STUDENT-ALUMNAE BUILDING

The students, faculty, alumnae and friends of the State Teachers College at Fredericksburg have during the past two years been working to secure funds for the erection of a student-alumnae building. This work will be continued during the next year. A sufficient fund has already been raised and in prospect to justify the announcement that this building will be erected. It will cost a minimum of \$50,000. The building has already been designed by the school architect. A print of the building will be sent on request to any one interested.

THE TEA ROOM

The Tea Room was fitted up during the winter and opened in January, 1923, to the students and the public. This is a beautifully appointed room and is a very popular resort for both students and faculty. It is operated by the local chapter of the Alumnae Association for the benefit of the proposed Student-Alumnae Building. It is located in the rear basement of Willard Hall.

COLLEGE EQUIPMENT

In the selection of equipment the management has kept in mind the needs of the institution and provided everything with reference to attractiveness and durability. The Chemistry, Biology, and Physics laboratories are fully equipped at considerable cost with most modern laboratory tables and every apparatus necessary for efficient work in these departments. In fact, very few colleges have so full and complete a science equipment necessary for the special instruction that the college is intended to offer.

The College is provided with the usual maps, charts, globes, pictures, and other aids to teachers and students.

The Fine and Industrial Arts Department occupies three large rooms excellently adapted for the work. This department is equipped with superior adjustable drawing tables, tables for various kinds of handwork, clay modeling, bookbinding, and work benches for wood work, also tables for work in brass. The department has its own clay kiln. The department has abundant rooms for indoor work, and ample provision for college gardens and outdoor work of all kinds.

All necessary equipment is provided in the Natural Science Department for the study of college gardening, home gardening, plants, trees, and insects; with ample apparatus for testing milk, seeds, and soils. Superior laboratory facilities are provided.

The College has built and equipped a hothouse for the use of this department.

Suitable yards for the scientific study of poultry have been provided.

On the campus is a beautiful grove with a great variety of native trees. The campus is also noted for the remarkable number of birds of almost every variety, and quite a colony of semi-tame squirrels. These, with the rolling nature of the grounds and the rural surroundings, constitute a natural equipment unsurpassed for this department.

The Home Economics Department occupies three rooms excellently arranged for its use. The sewing-room is supplied with the necessary chairs, tables, electric irons, models, machines, and other equipment.

The kitchen has the most modern tables, individual gas stoves, gas range, and necessary utensils. Fifty per cent. additional equipment was added to this department during the past biennium.

The department is well supplied with storage rooms, and as needs arise equipment is secured.

The College is connected with the city system and uses the city gas.

Ample equipment, consisting of a large number of exhibits, a baloptican and slides, has been installed for use in the Department of Geography, and in Music and Art Appreciation.

Ample equipment for the Biological Department has been added. The department has all it needs for thorough work.

The College at present owns eight pianos, all of which are used in the Department of Music, except one that is used in the gymnasium.

For lectures in art and music appreciation and other illustrated lectures, the College owns an excellent electric lantern and a baloptican.

A moving-picture outfit has been added and a suitable film service was furnished last session.

The lecture rooms are mostly provided with tablet arm-chairs, but for the teaching of penmanship and for work requiring special care in writing some rooms are supplied with regular college desks.

In providing equipment every effort has been made to avoid extravagance and unnecessary expenditures, but, at the same time, recognizing the fact that no workman can do efficient work without sufficient and suitable tools, the College has endeavored and will endeavor to make the equipment sufficiently complete to insure the highest grade of work.

LIBRARY

The library occupies a large room in the new dormitory, and is under the care of a trained librarian and a committee of the faculty. It is a well-selected working library of about 8,000 volumes. On the shelves are found the very best reference books, works of classical literature, present-day fiction and current literature.

The tables are generously supplied with current periodicals, the best of the magazines, a number of daily papers, and a large number of county papers.

The committee exercises the best care in the selection of literature in the library, and the students are directed by the faculty in their reading.

In addition to the school library, which is being increased every year, the student body has access to the Wallace Library, an excellent public library in the city.

GYMNASIUM

The Gymnasium, located in Monroe Hall, is large and well-equipped with apparatus for use both in regular courses and in anthropometric examinations. Convenient to the gymnasium are the dressing rooms, showers, and swimming pool. In cold weather the water in the pool can be heated so that instruction in swimming, as well as excellent exercise, can be enjoyed at any time.

Physical education is required of all students in the school, except those who are excused in writing by a practicing physician, or the school physician.

All work in Physical Education and Athletics is under the direction of the Physical Education Department.

A uniform costume for all gymnastic work is required. It consists of short full bloomers of black, lusterless material, preferably a plaited model. With the bloomers is worn a white middy with white collars and cuffs, black middy tie, and white tennis shoes; also a pair of black gymnasium shoes or ballet slippers. The slippers and shoes may be ordered from any large shoe store or mail order house, or may be obtained in Fredericksburg. It is desired that students do *not* provide themselves with the above described uniform before coming to the school, as these uniforms are purchased in quantities by the school and sold to the students at a much lower price than they can be purchased elsewhere. (Cost of one pair of bloomers and two middies is about \$5.00.)

SHOWER BATHS

During the fall of 1923 the school installed shower bath equipment with hot and cold water for the use of the Physical Education Department.

ATHLETIC FIELD

The State Teachers College at Fredericksburg has been designated by the Board to offer four year B.S. Degree Courses in (1) Public School Music and Supervision, (2) Fine and Industrial Arts and Supervision, (3) Commercial Education, (4) Physical Education and Playground Activities, and (5) based upon majors in English, History, Latin, French, Mathematics, Science.

In order to prepare fully for the Physical Education Course, this institution is now constructing a standard athletic field consisting of a fifth mile running track and jumping pits, the space between the track to be levelled and grassed and used for field hockey, mass games and plays and other outdoor athletic activities. This field will also serve, in harmony with the plan of the State Department of Public Instruction, as one of the athletic centers for the finals in high school meets for the high schools of some twelve or fifteen counties convenient to this center.

TENNIS COURTS

The old athletic field, in the future will be used for tennis courts, all other outdoor athletic events being staged on the new athletic field.

ATHLETICS

Interest in various forms of athletics is encouraged. The school has a thriving Athletic Association, which is composed of the entire student body. Upon the payment of a small fee, or from the Campus fee, membership cards are issued, which serve as passes to all events given by the Athletic Association.

The tennis tournament is one of the most interesting events of the season. Practice begins early in the fall, and continues until late in October, when the match games are played.

Preparation for the games of the Interclass Basketball series occupies a great part of the winter's recreation period. Each class has its own team, and a series of games are played, the champion team thus winning a certain number of points toward the trophy cup.

Instruction is given the girls in field and track athletics, which culminates in the annual Field Day held early in May. The program is composed of such events as swimming, target

shooting, standing and running broad jumps, fifty, seventy-five and hundred-yard dashes, basketball and baseball distance throw, hurdle races, high jump and relay races. The points won at this time, together with those due the classes for championship in basketball, indoor baseball, and tennis, and other points, determines the awarding of the trophy cup. In 1923 the Senior Class won this prize.

Girls who win one thousand points in athletics in one year are awarded a school monogram.

We believe that by encouraging girls to take an active part in both indoor and outdoor athletics, and directing these activities, we are not only improving their physical health, but are inculcating ideas of team-work, fair play, co-operation, and uprightness of character that will remain with them years after they have left the school.

RURAL HIGH SCHOOL CONTESTS

The College, wishing to stimulate a wholesome interest in athletics for girls, offers its Athletic Field and Gymnasium to High Schools caring to use it as a common meeting-place for Inter-High School Contests in match games in basketball or other events, such as running, broad and high jumping, etc.

BASKETBALL, TENNIS, ETC.

Basketball continues to be the most popular indoor game during the winter season. There was great rivalry during the past session in the interclass games. A series of games with out of town college teams is played annually. The State Teachers College at Fredericksburg has had marked success in its inter-collegiate contests. Walking and many other forms of outdoor exercise are also popular with many students. Strong efforts are made to interest every student in some form of outdoor exercise, and every incentive is provided to insure systematic and sufficient exercise on the part of every student.

THE ATHLETIC TROPHIES

The annual class contests for the silver trophy cup this year, include the following events:

Basketball, baseball, tennis, swimming, 50-yard dash, 75-yard dash, 100-yard dash, long distance baseball and basketball throw, relay races, standing and running broad jumps, running high jump, etc.

Work for the cup extended through the whole session, the interest reaching a climax in the spring, when Field Day took place. A great deal of interest and intense class rivalry was exhibited by all the students.

A small silver cup is also presented to the girl winning the greatest number of individual points in athletics during the year.

In connection with the Field Day Program the May Queen was crowned. She in turn awarded monograms and numerals to the members of the different class teams, the Varsity Basketball Team, and winners of different athletic events.

NEW OPEN AIR THEATRE

This College has constructed a new open air theatre in its beautiful grove to seat 800 persons. The material used is reinforced concrete. A special bulletin has been issued on this theatre, which will be sent on request. The theatre is used for plays and concerts, May Day and Commencement Exercises, and various types of student activities both during the Summer Quarter and in the Fall and Spring Quarters. Certain Summer Quarter classes are scheduled at the open air theatre.

EXTENSION BUREAU

This College maintains an active Extension Bureau through which it offers its services to teachers in the field throughout the State. A definite program of extension activities has been worked out, the service is free, and all teachers are invited to use this service freely. Correspondence should be addressed to "Extension Bureau, State Teachers College, Fredericksburg, Va."

THE FACULTY

The College exercises the greatest care and discrimination in the selection of its faculty. The aim has been to select for each department persons professionally trained for the work. In addition to sound scholarship, practically all of the members of the faculty are in touch with the educational needs of the State, and in thorough accord with the system of public education. They have all had wide experience in their special phases of educational work. A teacher thus equipped has incalculable advantage over the mere theorist without practical experience.

Every member of the faculty teaches with a view, not only to teach the student, but to teach the student how to teach others.

ADDITIONS TO THE FACULTY

To meet the demands of the degree courses and the largely increased enrollment of the College (55% increase during the past two years), additions have been made to the faculty in the Physical Education Department, the Music Department and the English Department, and will be made in other departments as needed. In addition a trained nurse is employed who will be responsible for the health of the students, and care for them in sickness.

TEXT-BOOKS

Students may find it advisable to bring with them a few good text-books that they may already have. All text-books and students' supplies used in the school are kept in the Supply Room, and sold to the students as nearly at cost as possible.

In order to avoid making mistakes, students should not buy such text-books before reaching the school. There is no compulsion about buying at the Supply Room, as this is kept purely as a matter of convenience to the students and not for the purpose of making money.

All books and materials sold in the Supply Room must be paid for in cash. Parents are asked to take note of this. Requests are often made for Supply Room purchases to be charged on account, but this is against the policy of the school.

MAIL SERVICE

The school is equipped with an up-to-date post-office outfit. There are two city deliveries a day, and the mail is delivered to the students at the post-office window at certain hours. Those who may desire it can rent a box at a nominal cost.

EXCURSIONS

The College is within easy reach of the scenes of four of the great battles of the War between the States—the Battles of Fredericksburg, Chancellorsville, Spotsylvania, and the Wilderness.

Frequent excursions can be made to these battle-grounds by various classes, and there they have the opportunity to study on the field the plan of battle.

Several excursions are made by various classes and parties under the care of members of the faculty to Richmond and to Washington. These trips are helpful, interesting, and instructive.

Few cities offer more places of historic and educational interest to the student than Richmond.

Washington, of course, with its magnificent museums, art galleries, government buildings, and countless other places of interest, is conceded to be one of the most educative cities in the world.

COLLEGE ACTIVITIES

Moving Picture Party to Students.....	Sept. 21
Reception to Students.....	Sept. 22
Convocation Exercises.....	Sept. 24
Y. W. C. A. Party to Student Body.....	Oct. 5
Lyceum: Grace Kerns and Associate Artists.....	Oct. 9
Annual Baptist Party by Church.....	Oct. 18
Annual Presbyterian Party by Church.....	Oct. 22
Annual Episcopalian Party by Church.....	Oct. 23
Annual Methodist Party by Church.....	Oct. 23
Lyceum: Artists' Group.....	Oct. 30
Halloween Party.....	Nov. 3
Virginia Reel Club Dance.....	Nov. 10
Dramatics: (a) The Hour Glass— <i>Yeats</i>	} Nov. 12
(b) Where But in America— <i>Wolf</i>	
Open Program of Literary Societies.....	Nov. 14
Inter-class Baseball.....	Nov. 16
Lyceum: Russian Cathedral Sextette.....	Nov. 20
Kotillian Klub Alumnae Benefit Dance.....	Nov. 23
The White Gift Thanksgiving Service.....	Nov. 25
Y. W. C. A. Christmas Bazaar.....	Dec. 7
Inter-class Basketball.....	Dec. 7
Lyceum: Dr. Newell Dwight Hillis.....	Dec. 14
Christmas Festivities: Play, Carols, Gift Stockings, Tree.	
Virginia Reel Club Dance.....	Jan. 11
Lyceum: Marie Caslova and Symphony.....	Jan. 14
Moving Picture Play—Alumnae Benefit.....	Jan. 25
Degree vs. Faculty Baseball—Benefit of "Battlefield"....	Jan. 26
Illustrated Lecture on Hygiene—Mrs. Edna F. Fox.....	Jan. 28
Illustrated Lecture—"The Care of the Eye"—Mrs. Winifred Hathaway.	
Woodrow Wilson Memorial Service.....	} Feb. 4
Address by A. B. Chandler.....	
Spanish Dance Festival—Benefit of "Battlefield".....	Feb. 15
Varsity vs. "Red Jackets".....	Feb. 16
Y. W. C. A. Benefit Play—"Fifty-Fifty".....	Feb. 29
Varsity vs. Farmville.....	Mar. 7
Lyceum: "Cotter's Saturday Night".....	Mar. 18
Senior Circus—Benefit Athletic Association.....	

Plays by Students:

- (a) Dramatization of Madam Butterfly.
- (b) Silas Marner.

Junior-Senior Reception.....April 25

May Queen Festival.

Glee Club Recital.

Piano Recital—Music Department.

Field Day—Athletic Association.

Annual Trip to Washington—Seniors.

Senior Class Play.

Senior Class Banquet.

Alumnae Banquet and Reception.

Baccalaureate Sermon.

Commencement.

THE RELIGIOUS LIFE OF THE STUDENTS

The students have the privilege of attending the church which they prefer. There are Baptist, Methodist, Presbyterian, Episcopal, Christian, and Catholic churches in Fredericksburg. The students also attend Sunday school at the various churches, and have an opportunity to meet the religious leaders of the city and to identify themselves with the religious work.

In the regular school day there is a period of twenty minutes set aside for chapel exercises. These services are conducted by some member of the faculty, aided by the classes, and consist largely of discussions of religious topics, singing, scripture reading, and prayer.

YOUNG WOMAN'S CHRISTIAN ASSOCIATION

Purpose—To unite the young women of this College in loyalty to Jesus Christ; to lead them to accept Him as their personal Saviour; to build them up in the knowledge of Christ that their character and conduct may be consonant with their belief. To associate our students with the students of this and other lands, and to enlist their devotion to the Christian Church throughout the world for the advancement of the Kingdom of God.

Such, in brief, is the purpose of our association. In what ways this is carried out may be seen in part by the remarks which follow. Standing as it does for the development of the body, mind, and spirit, the association seeks in its purpose to meet the varied needs of the students of the school, nearly all of whom are members of this organization. At the beginning of the school session the work of the various committees is outlined and the members of these committees work faithfully to carry out their policies.

The Membership Committee serve as the "Advance Guard" and in the summer, write letters to prospective students welcoming them even before their arrival. The members of this committee are on hand the first day of school to meet trains, and from the moment of their actual arrival at school help new girls to get adjusted to school life. Through the efforts of this committee new students are immediately put in touch with the work of the association, and are enlightened along all lines before any campaign for new members is started. The drive for membership is not difficult, for all of the girls want to belong to the Y. W. C. A.

Beginning with the "Get Acquainted Party" during the first week of school, the Social Committee arranges a series of parties and entertainments throughout the year. The aim of this committee is to promote friendship and good fellowship among the girls and to help all to better develop their social natures.

Every member of the Y. W. C. A. is given an opportunity to do social service work both in school and in the town. Flowers, fruit, books and magazines are sent to those girls who are unfortunate enough to have to take a trip to the infirmary. "White Gifts" and Christmas stockings are sent to the poor of the town, and each Sunday a number of students serve as teachers in the Mission school. Real service has been rendered in these ways.

Each month a business meeting of the association is held and at this time an open forum is conducted so that all problems of the local Y. W. C. A. may be solved by the members themselves. The Publicity Committee keeps the bulletin board covered with interesting pictures, posters and announcements of various kinds. The Undergraduate Representative keeps our association in touch with the work of the "Y" in other Normals and Colleges in the State. We gain much help from our sister associations.

Through the World Fellowship Committee and Student Volunteers we learn of the work of the Young Woman's Christian Association in other lands. Many varied programs are furnished by this committee. The Volunteers meet each week for a discussion of missions. During the Spring term six-week courses in missions are conducted. Six students from these two groups attended the Annual Conference of Student Volunteers of Virginia at Charlottesville, in March.

Since the inclusion in the regular College curriculum of a course in Bible, the Y. W. C. A. does not carry on any classes of Bible study. But each day Vespers are conducted by the students, and at these informal prayer and praise services which are held in the parlors, portions of the Bible are read and explained.

The helpfulness of these meetings can best be judged by the attendance.

The Devotional Committee has planned many interesting programs for the Sunday night services. Students, members of the faculty, ministers from the city, and visitors have spoken on various subjects. A series of talks on religious themes was conducted by Doctor Morgan, of Washington, during January. All of these meetings proved worth while, and show forth the spirit of the association.

The Little Cabinet, composed of the officers and of the chairman of the foregoing committees, meets each Sunday night. This is the group who bear the responsibility of the work. These young women are carefully selected and especially fitted to control the affairs of the association. Through the loyal spirit of the officers and members the association has meant much in the life of the school, and we feel that the influence of the Young Women's Christian Association cannot be overestimated.

HEALTH OF THE STUDENTS

Special precautions are taken to provide for and promote the health of the students. We realize that no satisfactory work can be done by a student whose body is not strong and healthy. Students are encouraged to engage in regular out-of-door games and exercises, and to take long walking trips.

All students receive the very best medical attention. The school is provided with an Infirmary, where suitable facilities are furnished for the care, comfort, and treatment of the sick. One of the leading physicians of the city is the regular physician to the school. He visits the school every day and reports to the Dean of Women all cases of sickness. He is at the call of the school at any hour when needed. The school provides a graduate trained nurse. When necessary other trained nurses are provided. the school bears all expenses of medical attention and nursing, except in cases of special private nursing, of special operations, and epidemics. The President will promptly inform parents of the illness of their daughters.

Mary Washington Hospital. In the city and within five minutes time from the College, is one of the best equipped small hospitals in the State. The school physician is associated with this hospital. Other splendid surgeons also operate there. In an emergency students of the school could have here the very best hospital attention.

DAY STUDENTS

The proximity of the school to the city of Fredericksburg makes it perfectly feasible for students living in the city to attend as day students. Students at a distance who wish to board with friends or relatives in the city may do so and be received as day students.

The College does not assume any responsibility for boarding arrangements or social direction of students who do not live in the dormitories. Day students, of course, will be subjected to the same school regulations as boarding students. Day students have at the school comfortable places in which they may study between classes or eat their lunch during school intermission. A special room in Monroe Hall has been fitted up and set apart for this purpose.

The number enrolled during the past session was exceedingly gratifying. The President of the College will gladly assist parents who wish to make arrangements for boarding their daughters in the city.

STATE SCHOLARSHIPS

The State offers scholarships for all young women who have taught, or expect to teach, in the public schools of Virginia. These scholarships entitle the holders to free tuition.

In accepting the scholarship the student who has not taught promises to teach in the public schools of Virginia two sessions.

Applications for State scholarships should be endorsed by the Superintendent of the division in which the applicant lives.

SPECIAL SCHOLARSHIPS

The Young Women's Christian Association of the College has established a special scholarship valued at \$50.00. This amount will be advanced to some worthy student as a loan to be paid back after the student becomes a teacher, when it will again be loaned to another, thus perpetuating the scholarship.

Through the influence of the late Mrs. T. S. Boore, of Spotsylvania County, \$250.00 has been given the College to establish a scholarship of \$50.00 a year running five years.

The Matthew Fontaine Maury Scholarship Loan Fund is a memorial to Commodore Maury, who was born in Spotsylvania County, near Fredericksburg. The money is loaned on the personal note of the student receiving it, bears no interest, and is payable at the convenience of the borrower. The applicant must be the lineal descendant of a Confederate veteran. The value of this scholarship is \$150.00 a year.

The Virginia Division Scholarship, U. D. C., is given by the Virginia Division, U. D. C., to graduates of accredited Virginia high schools. Such graduates, to be eligible, must be lineal descendants of Confederate veterans, but may register from any county in the State. Value, \$135.00.

These two scholarships will be open for the session 1924-25.

SERVICE LOVING CUP

Thru the interest and the generosity of the Fredericksburg Kiwanis Club a Silver Loving Cup is offered each year to the student who, in the judgment of the faculty of the College, has contributed most to the promotion of the interests of the Fredericksburg State Teachers College during her life at the College.

STUDENT LOAN FUND

The College has accumulated through successive Legislative appropriations quite a large special loan fund. This fund is available to any worthy student who may desire it. The School is now in a position to offer this financial aid probably to every student who may make application. The loan bears 4 per cent. interest. Those desiring this aid should make application to the President of the College. The amount loaned a student is usually \$100.00 per session. In cases of special need, a larger sum may be loaned.

STUDENT AID FUND

This fund consists of donations made to the school to help worthy students. The money is loaned to the students upon the same terms as money from the Student Loan Fund. The fund now amounts to about \$400.00. The President of the College will be glad to receive any gifts from those who may be interested in the matter of assisting worthy young women in securing an education.

EMPLOYMENT SCHOLARSHIPS

It is the desire of the College, as far as possible, to aid all worthy students in securing an education. To this end the College offers employment scholarships to as many students as possible. This employment consists of light work in the dining-room.

During the session 1923-24 about thirty young women availed themselves of this opportunity and materially reduced their expenses. Other employment is offered a few in the library. In

this way students, without loss of dignity or social caste, or serious interference with their school work, are able, if sufficiently industrious and energetic, to help pay their way through the College. Our normal experience has been that the demand for assistance of this character has been in excess of our ability to supply it. Students, therefore, who wish such employment should make application at the earliest possible moment. These scholarships are worth \$115.00 per session.

The President of the College will gladly do what he can to make it possible for worthy young women of limited means to attend. He will also be glad to correspond with any persons, or organizations, interested in the matter of establishing a scholarship, or other aid fund to assist in the education of worthy young women.

COMMENCEMENT

The exercises in connection with commencement are extremely interesting and important. They consist of commencement sermon, baccalaureate address, class-day exercises, Senior Class play, alumnae meeting, exhibits, announcements, and delivery of diplomas and degrees. Every student is expected to remain at the College through the commencement exercises, and is required to do so, unless excused by the President of the College.

LITERARY SOCIETIES

The students have two literary societies, which meet bi-weekly. All of the students are expected to be members of one of these societies. A strong effort is made to conduct the work of the societies along other than stereotyped lines, and to give fresh life and interest to the program. These societies have proven very helpful during the past session. They are "The Washington" and "The Maury."

HOME LIFE

The College is a large home within itself. There is an air of home-like freedom and a delightful feeling of sympathetic relationship existing between students and faculty. As a rule the personnel of the student body is high. They are representatives from homes of culture and refinement. Their home and social life here are under the direction of a Christian woman of great experience in such a position. She, as Dean of Women, will give all permits except those of an unusual character. The students are universally respectful, obedient, and considerate in the recognition of the feelings and rights of all. They enjoy

our confidence, and very few fixed rules have been found necessary for the government of the school. Our students are young women who know what is right; we expect them to live accordingly and are rarely disappointed in this expectation. If, however, any student through indifference, or lack of judgment, should prove unworthy of this confidence in her, the College will throw around her such restraining influences as may seem necessary, and, should the general good require it, the President will confer with parents or guardians with reference thereto, or the student will be dismissed.

For the social life of the students the College furnishes frequent entertainments, receptions, and public gatherings. There are various opportunities for young women to develop this side of life so far as their school work will permit. The ladies of the city through churches, Sunday schools, and other organizations happily contribute to the pleasure of the students. The students themselves have various class organizations and special school clubs.

Students are under the regulations of the College during the entire school session, including the holidays. Special holiday regulations will be made known by the Administration of the College.

MOVING PICTURES

The College has a Powers Moving Picture Machine, and during the past session provided a number of moving pictures for the students.

LYCEUM COURSE

During the past session a splendid Lyceum Course of six numbers was presented at the College. This policy will be continued.

DISCIPLINE

Students are permitted as much freedom in their movements and intercourse as is consistent with propriety and the work which they have assumed. Few fixed rules are made, but those which are made are uniformly and rigidly enforced.

The attention of parents is especially directed to the importance of co-operating with the school in the matter of securing the attendance of the students on the classes. Students are not excused from class attendance except for sickness or illness in the family or some other urgent emergency. It is hoped, therefore, that parents will not make requests for students to be absent from their class work except for the reasons given above. It is understood that the parents agree when their daughters enter

this institution, that they shall live and be under the control of the College regulations. We do not desire to have in the College students whose parents are out of sympathy with the rules of the College. The disciplinary life of the students is under the control of a joint Faculty and Student Government Committee. The President of the school acts in an advisory capacity.

It is against the policy of the College to permit students to leave at any time for a visit home or elsewhere without a request for such a visit made by the parent to the Dean of Women.

WEEK-END VISITS

In addition to the regular catalog holidays, Thanksgiving, Christmas and Easter, students will be permitted to pay week-end visits home or elsewhere, with the approval of their parents and the Administration of the College, not exceeding one time during each quarter. On failing to pay such week-end visit during a quarter, a student may pay two week-end visits during a succeeding quarter provided at least two week-ends spent at the school elapse between the accumulated week-end visits. Three week-end visits during a specified quarter may be made under the same provision as above.

RETURNING AFTER HOLIDAY

A student failing to return on time after a holiday, except for illness, death or marriage in her family, or other emergency acceptable to the Administration of the College, shall be automatically dropped from the roll, but may re-enter, with the approval of the Administration, on the payment of a special extra registration fee of \$5.00.

STUDENT GOVERNMENT

For ten sessions this College has had student government. The regulation of the students is left largely in the hands of the Student Government Association, under the advice and counsel of the President of the College and a faculty committee. This system has met the hearty approval and co-operation of the student body, and the association has administered its duties during the past session with such good judgment and fairness as to win the approval of College officials and students alike. The system will be continued next session.

THE POINT SYSTEM

The Point System has for its primary objective the preventing of an undue demand on the time of a student for extra-curriculum

work. She is forbidden to hold more than 100% in points, each office she may hold having been rated as nearly as possible in proportion to the time required to dispatch these duties. In the event a student is elected to offices amounting in points to more than the stipulated 100%, she may withdraw or resign from an office or offices, thereby reducing her per cent to maximum allowance in points.

A student making an average below 80% or failing on 20% of her work in the previous quarter shall be ineligible for participation in any school activity or for holding any office.

STUDENTS' DRESSES

There is no necessity for, and this College distinctly discourages, the wearing either of costly or gaudy clothing. Neat, simple, inexpensive dresses fully meet the requirements. Especially to be avoided is the appearance by students in public wearing extreme styles in dress. Simplicity and modesty should characterize the dress of all students.

The entire student body is required to wear simple, white dresses whenever appearing as a body during Commencement Week.

Members of the graduating class are strongly advised to have Commencement dresses simple in design, made of cotton material, such as organdy, batiste, etc., and whose material costs not exceeding \$10.00 in any case.

STUDENTS' PLEDGE

Every student at this College is expected at the beginning of the session to subscribe to the following pledge:

"I do hereby agree, while a student in the Fredericksburg State Teachers College, to comply cheerfully with all its regulations in all particulars, including the regulations of the Student Government Association; and I agree not to deface or injure, by writing, or otherwise, any of its furniture, books, walls, or other property. If I should accidentally do damage to any property of the College, I agree to report it promptly to the Dean of Women, or the President, and I agree that such damage shall be assessed and that I will pay for same."

VISITORS

The College at present has very limited accommodations for entertaining social visitors. A charge of 25 cents per meal and 50 cents per night will be made for all guests entertained in the

dormitories. It is expected that the coming of a guest shall be reported beforehand to the Dean of Women. Local visitors who come to visit particular persons at the College will be cordially received, but aimless and promiscuous wandering about the grounds and buildings is prohibited. Permission should be obtained from the Dean of Women to visit a student in her room.

A WORD TO THE SUPERINTENDENTS AND TRUSTEES

The State Teachers College at Fredericksburg is supported by the State primarily to furnish teachers for our public schools. We want to help the children of Virginia, and in order to do this we place ourselves at your command. It is our earnest desire to aid you in every way possible that you may secure the very best teachers for your schools.

If you need teachers, communicate with us, and in order to get the best we advise that you communicate as soon as possible. We maintain an appointment bureau through which we aim to keep in touch with available teachers as far as possible, in order that we can assist the school officials in their selection. Write us, telling exactly what you want; if we can help you it will be a pleasure for us to do so. Our aim will be to give you reliable information as to applicants. It is our desire that all teachers, and particularly those whom we send out, may succeed, but we will certainly not recommend anyone if we have doubt as to her meeting your particular need. Write to us when you have vacancies, as we want our school to serve you to the fullest extent.

We would suggest also that you select some bright young woman every year in every school district and encourage her to attend the Teachers College with a view to preparing herself and returning to teach in the district. In this way, it will not be long before you can fill your schools with professionally trained teachers. We will gladly secure scholarships for those whom you recommend.

Again, we invite you to visit the College. It will be a pleasure for us to have you come whenever you can. Your coming will do us good, and, we believe that, as you know us better, you can more fully use us for the good of the schools of your counties.

POSITIONS FOR STUDENTS

It is the aim of the College to place its graduates in the most desirable positions obtainable that they are qualified to fill. We keep a permanent record of the work and teaching history of every student and of the Alumnae, and will lend ourselves energetically at all times to the graduates in the matter of securing suitable positions.

OUR ALUMNAE

This College aims to keep in close touch with the activities of its alumnae. They are invited to visit the College as guests at any time, especially during commencement. The names and addresses of the alumnae are on the addressograph. The president of the Alumnae Association, the Alumnae secretary and the president of the school attempt to get in touch with every alumna either thru personal visits or by correspondence during the school year. Every alumna is requested to send to the president of the school any change in name and address of any alumna, which change has been made since the date of attendance at the institution. In giving this information kindly also give the former name and address.

The Alumnae secretary visited many sections of the State during the past session and organized the alumnae into chapters, outlining to them the respects in which their Alma Mater is aiming to further serve them and the respects in which they are urged to further aid their Alma Mater.

EXPENSES

The tuition fee for all, except State Students, is \$30.00 per session, or \$10.00 per quarter. This applies to students living in other states, as well as those living in Virginia. Students from Virginia who intend to become teachers and those who have taught in the public schools of the State are not required to pay tuition. In return for this consideration a student is required to teach in the public schools of Virginia not less than two sessions. Students who have already been teachers in the public schools of the State will be credited with the time they have taught. Students desiring scholarships which entitle them to free tuition should be recommended by the Superintendent of Schools of the Division in which they live. (See application form in back of catalogue.)

Board, including room rent, lights, fuel, laundry, bed linen, servant attention, and other necessary living expenses, \$207.00 per session. This may be paid in one, two or three payments or in 9 payments, payable on the 20th of each month.

The fees charged in classes having laboratory courses are small in view of the fact that they include materials and breakage as well as use of equipment.

Special arrangements must be made for students remaining at the school during the Christmas holiday.

Registration fee, \$10.00 per session. This is payable upon entrance, with no reduction for part session.

Campus fee, \$6.00. This fee takes care of a portion of the Y. W. C. A. budget, Athletic Association budget, Lyceum Course, the "Bullet," the "Battlefield," and other student activities.

A maintenance fee of \$5.00 per quarter is charged at this and all the other State Institutions of higher learning beginning with the Summer Quarter of 1924.

Physician's fee, \$3.00 for the session. Day students do not pay this fee.

A small laboratory fee is charged those taking laboratory courses. This fee is intended to cover cost of materials, breakage, etc. All fees must be paid in advance and no reduction or allowance is made on account of absence.

Every student must supply her own text-books, gymnasium suit, soap, napkins, towels, and hot-water bottle. The gymnasium suits must be uniform and can be secured after arriving at the College. The cost will be about \$6.00.

No allowance is made for absence of less than three weeks, except for illness. This applies to those who are late entering, as well as to those who are absent during the session. No reduction is made for students who leave the school to spend the week-end.

Every student is allowed a reasonable number of articles in the laundry, but the College can not assume the responsibility of receiving elaborate garments. While the greatest care is exercised in the laundry, the College does not assume responsibility for the wear and tear of clothing.

No diploma or certificate is granted until all money due the school is paid.

Students are advised against bringing to the school jewelry or other articles valuable intrinsically or through association.

Students are also advised against keeping money in their rooms. Spending money may be deposited with the Dean of Women and drawn as needed.

RECAPITULATION

COST FOR FULL SESSION

Board, room, and laundry.....	\$207.00
Registration fee.....	10.00
Medical fee.....	3.00
Campus fee.....	6.00
Maintenance fee.....	15.00
Total cost.....	<u>\$241.00</u>

This is exclusive of books and gym. suit.

Special Note: It is desirable that students pay on entrance the fees for the entire session (\$44.00). However, these may be paid in three equal quarterly payments. The board for the entire session (\$207.00) may be paid in one, two or three equal payments; or, at the option of parents, may be paid in nine equal payments (\$23.00 each). Statements of accounts will be mailed from the Treasurer's office on the 20th of each month. The entire amount due for the combined Fall, Winter and Spring Quarters is shown in the recapitulation above (\$241.00).

ROOMING BY CLASSES

It is to the best interest both of the College as a whole and to the individual students, that students room with classmates. Prospective students, in making application for entrance, are requested to observe this policy.

THE B.S. DEGREE COURSES

In addition to the two year diploma course for the preparation of elementary teachers, this college offers for the 1924-25 session four year courses leading to the Degree of Bachelor of Science in Education. These courses are designed to prepare students for teaching any subjects in the Elementary, Junior and Senior accredited high schools, and are so arranged that the student may take majors and minors in those particular subjects which suit her tastes and for which she has had adequate basic preparation in her high school course.

A student may major in

- A—Ancient Language (Latin), Modern Language (French), English, History, Mathematics, Science.
- B—Public School Music and Music Supervision.
- C—Fine and Industrial Arts and Art Supervision.
- D—Physical Education and Play-ground Work.
- E—Commercial Subjects.

Home Economics may also be taken as a minor leading to the Special Certificate.

Special attention is called to the succeeding pages showing the write-up on these courses. It will be observed that the requirements for the Degree are so broadly elective that the student may pursue the particular subjects in which she wishes to specialize as her majors and minors. Particular attention is directed to the course under (A) above, since this College is offering this course for the first time next year. There is a great demand

for high school teachers with adequate preparation, from both an academic and professional standpoint, for teaching the regular high school subjects such as Latin, French, English, History, Mathematics and Science. In addition, however, there is quite a demand in Virginia for both elementary and high school teachers and supervisors of Public School Music, Fine and Industrial Arts, Physical Education and Play-ground Work, and Commercial Subjects. At this college attention is directed to the fact that students may receive adequate preparation in any of these fields and on completing the degree course in any field the student receives the Degree of Bachelor of Science in Education and the Collegiate Professional Certificate, the highest granted by the State Board of Education. Attention is also directed to the fact that the best trained and most progressive Division Superintendents and High School Principals in Virginia infinitely prefer teachers trained at a Teachers College with a Degree of Bachelor of Science in Education in courses containing a proper combination and co-ordination of professional and academic subjects, to a teacher trained in academic subjects alone at a Liberal Arts College.

The courses at this institution for the training of high school teachers are four year courses. It is the standard of the State Board of Education that teachers for accredited high schools should have four years of preparation beyond high school graduation, and a degree. In fact all of the better type of accredited high schools in Virginia which hold membership in the Southern Association of Colleges and Secondary Schools, require that their teachers should have four years preparation and a degree. Very rapidly all of the accredited high schools in Virginia are moving to the acceptance of this standard set up by the State Board of Education and approved by the Teacher Training Colleges in Virginia.

Should a student not be able to complete the four years of training for high school teachers, but should leave this College at the close of her second or third year of training, she would be given the Special Certificate to teach special subjects in the junior high schools or possibly in senior high schools of a certain type, provided at the time of her partial graduation she has met the standards set up by the State Board of Education for the Special Certificate in the courses taken. No diploma for high school teaching, however, is granted by the College upon less than the completion of the four year high school course.

Attention is called to the fact that completion of four years in Courses B, C and D entitles the student to teach or supervise the subjects on which she has specialized in the elementary grades, and in the high schools.

NOTES ON COURSES

The following classes of students are received by the College without condition:

- (1). Graduates of accredited public and private high schools.
- (2). Students who have passed the State entrance examinations or examinations of the College Entrance Board.

The following classes of students are received with the conditions stated in each case:

(1). Holders of first grade certificates. High School conditions to be removed by (a) special examinations on high school subjects; or (b) additional academic courses; or (c) intelligence and standard educational tests; or (d) a combination of (a), (b), and (c) may be used.

(2). Young women who are above 20 years of age and who have not graduated from an accredited public or private high school may enter for college courses as special students, provided they show ability to profit by the courses they propose to take. Such students will not be given a Professional Certificate to teach, nor will they be awarded a diploma based upon the two year curriculum, nor a degree based upon the four year curriculum, until they have made up the lacking high school work by special examinations conducted at this College or by additional courses taken in the summer quarter, one year in advance of the time they offer for a degree.

On completing any degree course the graduate is awarded the Degree of Bachelor of Science in Education and receives the Collegiate Professional Certificate, good for life.

Students completing less than four years in any one of the courses preparing for high school teaching and meeting the requirements of the State Board of Education, will be given the Special Certificate, authorizing the holder to teach in the high schools the special subject or subjects in which she has thus specialized. It is possible to meet the requirements for the Special Certificate in two related subjects in two years' time.

All courses, whether in the two year or four year curriculum are of college credit. This college is on the standard college session hour basis and it receives no students for high school work.

Students may enter the commercial course who are either academic graduates of high schools or graduates from the business course in high schools. In the latter case suitable substitutions are made for the business subjects they have had and in which they show proficiency, so as to avoid duplication.

Suitable credit is given by this College on any of its courses for professional or academic work completed at any standard institution of higher learning.

MUSIC DEPARTMENT

In addition to the courses in public school music offered as a subject in the various two year professional courses, this College is offering a four year degree course in Public School Music and Music Supervision. See succeeding pages for details of this course. Piano music is given as a subject in either the two year or four year courses. It is optional in the former and required in the latter. In either case full credit, as for other subjects, is given. No extra charge is made for public school music.

Piano lessons will cost \$12.00 per quarter.

Piano practice—1 hour daily, \$3.00 per Quarter.

In addition to the vocal music in the regular courses under the caption "Public School Music," the College offers individual instruction in voice. This is not a part of the regular course, but suitable credit, as an elective, will be given in the course of study. Students desiring to do so may also take lessons on the violin or guitar. Credit will also be given for this. Special arrangements have been made for instruction in these branches of music. The fee charged is the same as for piano lessons.

THE TRAINING SCHOOLS

The fundamental purpose of the training school is not to serve as a research laboratory, but rather to serve as a laboratory in which the student verifies her theory and principles. It is a teaching and testing laboratory.

Each second year student must have at least twelve weeks of practice teaching under criticism and supervision in one or more of the training schools before graduation from the two year curriculum.

This College maintains four training schools of four different types, in order that each student may have the kind of practice she most needs for the particular type of teaching she is preparing to do. These four schools are as follows:

- I. The City Elementary School, Grades 1-7.
- II. The Lee Hill Rural School, Grades 1-7.
- III. The High School (1 and 2 years), Grades 1 and 2.
- IV. The Evening Business Extension School—Business Courses.

School I is maintained by a happy co-operation between the College and the City School Board.

School II is maintained through similar co-operation between the College and the Board of Spotsylvania County.

Schools III and IV are maintained at the College.

Altogether eleven supervising teachers, two special supervisors and the Head of the Department of Education give direction to the practice teaching activities.

RURAL SCHOOL OBSERVATION

In addition to the training school facilities indicated above, the College makes provision for the students to observe in several of the rural schools in the adjacent counties. An opportunity is given for an insight, therefore, into the working conditions of practically every type of school from the one and two room school up through the consolidated rural school to the more complex graded city school.

ENTRANCE CREDITS AND CLASSIFICATION

The credits to which the student is entitled will be decided by the Dean of the College and will be based upon the last rating of State High Schools by the Department of Public Instruction.

It is not necessary for students entering from accredited Virginia public or private high schools to submit for entrance credits any statement of their former work, since the State Department of Public Instruction has prepared a list of credits to which all such graduates are entitled. This published list will be adhered to in deciding the entrance credits of such graduates entering this College for next session.

Students entering from private schools which have been inspected and accredited by the State Department of Public Instruction, will be given such credit as is allowed the school by the department. Such credits should be certified by the principal, or a certificate of graduation from the principal presented.

Teachers holding first-grade certificates will be admitted to any of the first year courses. Exhibition of the certificate is the only evidence required.

A student wishing to enter from non-accredited high schools must take examination at her high school in May. This examination is prepared by the State Board of Education.

A student shall be considered to belong to that class in which she has the major portion of her work.

Students who have pursued successfully advanced work, either academic or professional, at other accredited institutions of higher learning, will be allowed suitable credit for such work on entrance to this College.

Students who wish to specialize in music, household arts, hand-work, and agriculture may be classified as special students, and, on completing a special course showing adequate preparation to teach such special subject or subjects, will be given by the State Department of Public Instruction the Special Certificate.

Students whose courses have been interrupted will conform in graduation to the requirements of the latest catalogue.

It is understood that a unit of work is the successful completion of the subject-matter contained in said unit during a nine months' session for a class period of forty minutes five times a week.

RECORDS AND REPORTS

A careful record is kept in the office of the Dean of the entrance credits and work at this institution of all students in all departments, and reports of students' work will be mailed to parents three times a session, or at the close of each quarter. Special reports will be sent at other times if circumstances justify it or it seems advisable.

Students are notified at frequent intervals by the instructors of deficiencies in their work, and are given every opportunity and encouragement to make up such deficiencies.

To be awarded any diploma a student's record in both work and conduct must be satisfactory. No diploma will be awarded until all financial obligations have been discharged. In addition, however good the work in other subjects may be, a student will not be awarded a diploma if she is notably deficient in *spelling*, *writing*, or *English composition*, or if she has failed in her *practice teaching*, or if her social attitude is such that, in the judgment of the faculty, she is unfitted to serve successfully as a teacher in the public schools.

CHARGE FOR DUPLICATE RECORDS

Quarterly reports are made on the work of students, and credits are issued to anyone withdrawing from the College or completing the requirements for graduation in any course. Due to the labor involved in issuing these credits a second or third time, a charge of \$1.00 will be made from now on *for duplicate credits* for each time of issuing.

SELECTION OF WORK

Students will be guided by the Dean of the College in accordance with their best interests in the selection of work. Students are particularly cautioned not to act upon unofficial and often

incorrect information as to the nature of courses or their rights and privileges in selection of courses obtained from students or other unofficial sources. They should consult the Dean as to their work as soon after arrival as possible and not delay in the selection of their studies.

No student is permitted to take any class which conflicts with the regular, fixed program. The schedule is arranged so as to meet the requirements of the regular-course students. It will necessarily be difficult in many cases and impossible in some for those students who are irregular in their classification to get in their schedule every subject they may wish to take. Such students should not expect this. Deficiencies and irregularities of this kind, if they can not be cured through our regular schedule of work, must be made up by special work in the Summer Quarter or in some other approved way.

The College reserves the right not to form any class for less than ten students. The right is also reserved to limit the number entering Course III to those showing academic fitness and mental ability such as to enable them to profitably pursue this course.

THE QUARTER BASIS

This College is on the quarter basis. Four quarters are given during the calendar year, known as the Fall, Winter, Spring and Summer Quarters respectively.

Any three quarters of first year work may be taken to complete the first year course.

Any three quarters of second year work may be taken to complete the second year course.

SUMMER QUARTER

The Summer Quarter is of eleven weeks duration and is divided into two terms. The following courses are offered during the Summer Quarter:

1. A Quarter of First Year Normal School Work.
2. A Quarter of Second Year Normal School Work.
3. First Grade Certificate Review Courses.
4. College Credit Courses in Academic Subjects, Music, Home Economics, Industrial Arts, for the Special Certificate.
5. Special Education Courses for Renewal of Certificates.
6. Other Special Courses in Education, Art, Music, Home Economics, to aid teachers in their work.
7. Special Course in Tests and Measurements.

A Special Summer Quarter Catalog is published, ready by April 1st of each year.

The completion of any three quarters' work, whether consecutive or not, shall constitute a full session's work.

Students may therefore enter at the beginning of any quarter. Each quarter's work in the several professional subjects is a coherent and complete section of work within itself. The course of study has been so arranged as to maintain this quarter unity. While subjects occurring in two or more quarters in the same year may be related in the several quarters, yet the work of each quarter is so separate and distinct from that of any other quarter that a student does not necessarily have to have, except in a few cases, the preceding quarter's work as a prerequisite for intelligently prosecuting the work of the quarter chosen.

DIPLOMAS AND DEGREES

The Diplomas and Degrees are furnished the graduates from the two year and the four year curriculum respectively at actual cost—\$1.25 for the Diploma and \$1.50 for the Degree. The Diplomas and Degrees are engraved on genuine parchment.

GENERAL NOTES

1. Students are preferably roomed by classes in order to facilitate good study conditions.

2. In addition to the regular study hours in the evening, students are expected to maintain quiet in the dormitories during the school day and to use to the best advantage the time when not in class.

3. Students are permitted to make home or week-end visits not oftener than once in each quarter, exclusive of holidays, and then only upon permission at such times as special lectures or other school activities do not interfere. Permissions for such visits will not be granted for the two week-ends immediately before or after a holiday, as announced in the catalog, except in cases of emergencies.

4. A student who is compelled to withdraw from the College for any cause is expected to do so only after her parent or guardian has communicated with the President of the College.

5. Only professional students are received at this College.

6. The College reserves the right not to organize any class in an elective group unless there are as many as ten applicants.

Professional Courses

Session 1924-25

COURSE I—PRIMARY—FIRST YEAR

Required:

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Ed. 101 Psy.....	4	Ed. 122 El. Ed.....	5	Ed. 123 El. Ed.....	5
Eng. 101 Funds.....	3	Eng. 102 Comp.....	2	Eng. 103 Gr. Lit....	3
S. Sc. 101 His.-Geo .	2				
Ph. Ed. 101.....	1.5	Ph. Ed. 102.....	1.5	Ph. Ed. 103.....	1.5
Sc. 101 N. Std.....	1.5	Sc. 102 N. Std.....	1.5	H. Ed. 103 Hyg.....	3
Arts 101 Mus.....	1	Arts 102 Mus.....	1		
Arts 111 F. Arts....	2	Arts 112 F. Arts....	2		

Electives:

	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Arts 121 Piano.....	2	Arts 122 Piano.....	2	Arts 123 Piano.....	2
Arts 131 Voice.....	1.5	Arts 132 Voice.....	1.5	Arts 133 Voice.....	2
		Arts 142 Ind. Arts..	2		
Bible 101 Hist	2	Bible 102 Hist.....	2	Bible 103 Hist.....	2
		S. Sc. 112 U. S. His.	3	S. Sc. 113 Citiz.....	3
				Science 103 N. S....	1.5

Elect up to 15 credits.

COURSE I—PRIMARY—SECOND YEAR

Required:

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Ed. 201 Soc.....	4	Ed. 202 Soc.....	4	Ed. 203 H. of Ed... 4	
Ed. 211 Pr. Tchg... (12)		Ed. 212 Pr. Tchg... (12)			
Ed. 221 Conf..... (3)		Ed. 222 Conf.....	3		
Eng. 201 Survey....	3	Eng. 202 Survey ...	3	Eng. 203 Types....	3
Ph. Ed. 201.....	1.5	Ph. Ed. 202.....	1.5	Ph. Ed. 203.....	1.5
Arts 251 Appr.....	.5	Arts 252 Appr.....	.5	Arts 253 Appr.....	.5

Electives:

	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Arts 201 D. & H....	2	Arts 202 D. & H....	2	Arts 203 D. & H....	2
Arts 211 Mus.....	2	Arts 212 Mus.....	2	Arts 213 Mus.....	2
Arts 221 Piano.....	2	Arts 222 Piano.....	2	Arts 223 Piano.....	2
Arts 231 Vocal.....	1.5	Arts 232 Vocal.....	1.5	Arts 233 Vocal.....	1.5
Bible 201 Lit.....	3	Bible 202 Lit.....	3	Bible 203 Lit.....	2
Ed. 231 Tests & M. .	3	Ed. 232 Tests & M. .	3		
Eng. 211 Cont. L. .	3	Eng. 212 Cont. L. .	3	Eng. 213 Cont. L. .	3
S. Sc. 201 Anc. H... 3		S. Sc. 202 Med. H.. 3		S. Sc. 203 Mod. H.. 3	

Elect up to 15 credits.

COURSE II—GRAMMAR GRADE—FIRST YEAR

Required:

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ed. 101 Psy..... 4	Ed. 132 El. Ed..... 5	Ed. 133 El. Ed..... 5
Eng. 101 Funds.... 3	Eng. 102 Comp.... 2	Eng. 103 Gr. Lit.... 3
S. Sc. 101 His.-Geo. 2	Ph. Ed. 102..... 1.5	H. Ed. 103 Hyg.... 3
Ph. Ed. 101..... 1.5	Arts 102 Mus..... 1	Ph. Ed. 103..... 1.5
Arts 101 Mus..... 1	Arts 112 F. Arts.... 2	Arts 103 Mus..... 1
Arts 111 F. Arts.... 2		
Sc. 101 N. Std..... 1.5		

Electives:

	<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Arts 121 Piano..... 2	Arts 122 Piano..... 2	Arts 123 Piano..... 2	
Arts 131 Vocal..... 1.5	Arts 132 Vocal.... 1.5	Arts 133 Vocal.... 1.5	
	Arts 142 Ind. Arts.. 2		
Bible 101 Hist..... 2	Bible 102 Hist.... 2	Bible 103 Hist.... 2	
	Sc. 102 N. Std.... 1.5	Sc. 103 N. Std.... 1.5	
	S. Sc. 112 U. S. His. 3	S. Sc. 113 Citz.... 3	

COURSE II—GRAMMAR GRADE—SECOND YEAR

Required:

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ed. 201 Soc..... 4	Ed. 202 Soc..... 4	Ed. 203 H. of Ed... 4
Ed. 211 Pr. Tchg... (12)	Ed. 212 Pr. Tchg... (12)	
Ed. 221 Conf..... (3)	Ed. 222 Conf..... (3)	
Eng. 201 Survey.... 3	Eng. 202 Survey... 3	Eng. 203 Types.... 3
Ph. Ed. 201..... 1.5	Ph. Ed. 202..... 1.5	Ph. Ed. 203..... 1.5
Arts 251 Appr..... .5	Arts 252 Appr..... .5	Arts 253 Appr..... .5

Electives:

	<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Arts 201 D. & H.... 2	Arts 202 D. & H... 2	Arts 203 D. & H... 2	
Arts 211 Mus..... 2	Arts 212 Mus..... 2	Arts 213 Mus..... 2	
Arts 221 Piano..... 2	Arts 222 Piano..... 2	Arts 223 Piano..... 2	
Arts 231 Voice..... 1.5	Arts 232 Voice.... 1.5	Arts 233 Voice.... 1.5	
Bible 201 Lit..... 3	Bible 202 Lit..... 2	Bible 203 Lit..... 3	
Ed. 231 Tests & M. 3	Ed. 232 Tests & M. 3		
Eng. 211 Cont. L... 3	Eng. 212 Cont. L... 3	Eng. 213 Cont. L... 3	
S. Sc. 201 Anc. H... 3	S. Sc. 202 Med. H.. 3	S. Sc. 203 Mod. H.. 3	

COURSE III—HIGH SCHOOL—FIRST YEAR

Constants:

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
	Ed. 102 Psy..... 4	
H. Ed. 101 Hyg.... 3	Ed. 112 Prs. Ed.... 2	Ed. 113 Prs. Ed.... 4
Eng. 101 Funds.... 3	Eng. 112 Comp.... 2	Eng. 113 H. S. Lit. 3
Ph. Ed. 101..... 1.5	Ph. Ed. 102..... 1.5	Ph. Ed. 103..... 1.5

Group A—Electives: English—History.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Bible 101..... 2	Bible 102..... 2	Bible 103..... 2
Eng. 211 Cont. L... 3	Eng. 212 Cont. L... 3	Eng. 213 Cont. L... 3
Eng. 301 Read..... 3	Eng. 302 Read..... 3	Eng. 303 Pubs..... 3
Ph. Ed. 301 Ath.... 1	Ph. Ed. 302 Ath.... 1	Ph. Ed. 303 Ath.... 1
S. Sc. 111 Eng. H... 3	S. Sc. 112 U. S. His. 3	S. Sc. 113 Cir..... 3

Group B—Electives: English—Language.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Eng. 211 Cont L.... 3	Eng. 212 Cont. L... 3	Eng. 212 Cont. L... 3
Eng. 301 Rd. & Spk. 3	Eng. 302 Rd. & Spk. 3	Eng. 303 Pubs..... 3
Lang. 101 Fr. 3.... 3	Lang. 102 Fr. 3.... 3	Lang. 103 Fr. 3.... 3
Lang. 111 Lat. 3.... 3	Lang. 112 Lat. 3.... 3	Lang. 113 Lat. 3.... 3
Lang. 301 Lat. 5.... 3	Lang. 302 Lat. 5.... 3	Lang. 303 Lat. 5.... 3

Group C—Electives: Math—Science—Industrial Arts.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Arts 311 Des..... 3	Arts 312 Des..... 3	Arts 313 Des..... 3
Arts 321 Mech. Dr. 3		
Arts 331 L.&P. Mkg. 3		
Sc. 111 Jr. H. S.... 3	Sc. 112 Jr. H. S.... 3	Sc. 113 Jr. H. S.... 3
Math 101 Jr. H. S.. 3	Math 102 Jr. H. S.. 2	Math 103 Jr. H. S.. 3

Group D—Electives: Home Economics.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Sc. 131 Chem. } or 3	Sc. 132 Chem } or 3	Sc. 133 Chem..... 3
Arts 111 F. Arts } or 2	Arts 112 F. Arts } or 2	
H. Ec. 101 Cook.... 3	H. Ec. 102 Cook... 3	H. Ec. 103 Cook... 3
H. Ec. 111 Sew..... 3	H. Ec. 112 Sew.... 3	H. Ec. 113 Sew.... 3

COURSE III—HIGH SCHOOL—SECOND YEAR

Constants:

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ed. 201 Ed. Soc.... 4	Ed. 202 Ed. Soc.... 4	‡Ed. 203 H. of Ed... 4
Ed. 202..... } or 5	Ed. 202..... } or 5	
Ed. 211 Tchg... } or 3	Ed. 212 Tchg .. } or 3	Eng. 203 Types.... 3
Eng. 201 Survey.... 3	Eng. 202 Survey ... 3	Ph. Ed. 203..... 1.5
Ph. Ed. 201..... 1.5	Ph. Ed. 202..... 1.5	Arts 253 Appr..... .5
Arts 251 Appr..... .5	Arts 252 Appr..... .5	

Group A—Electives: English—History.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Bible 201 Lit..... 3	Bible 202 Lit..... 3	Bible 203 Lit..... 3
Eng. 211 Cont. Lit . 3	Eng. 212 Cont. L... 3	Eng. 213 Cont. L... 3
Eng. 311 Adv. Comp. 3	Eng. 312 Shakes.... 3	Eng. 313 Shakes.... 3
Ed. 231 Tests & M. 3	Ed. 232 Tests & M. 3	
S. Sc. 111 Eng. His . 3	S. Sc. 112 U. S. His. 3	S. Sc. 113 Citz..... 3
S. Sc. 201 Anc. His.. 3	S. Sc. 202 Med. H.. 3	S. Sc. Mod. H..... 3

Group B—Electives: English—Language.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Bible 201 Lit. 3	Bible 202 Lit. 3	Bible 203 Lit. 3
Eng. 211 Cont. Lit. . . 3	Eng. 212 Cont. L. . . 3	Eng. 213 Cont. L. . . 3
Eng. 311 Adv. Comp. 3	Eng. 312 Shakes. . . 3	Eng. 313 Shakes. . . 3
Lang. 201 Fr. 4. . . . 3	Lang. 202 Fr. 4. . . . 3	Lang. 203 Fr. 4. . . . 3
*Lang. 211 Fr. 2. . . . 3	*Lang. 212 Fr. 2. . . . 3	*Lang. 213 Fr. 2. . . . 3
Lang. 221 Lat. 4. . . . 3	Lang. 222 Lat. 4. . . . 3	Lang. 223 Lat. 4. . . . 3
Lang. 301 Lat. 5. . . . 3	Lang. 302 Lat. 5. . . . 3	Lang. 303 Lat. 5. . . . 3

Group C—Electives: Math—Science—Industrial Arts.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Math. 201 Geom. . . . 3	Math. 202 Trig. . . . 3	Math. 203 Tch. Math. 3
Sc. 131 Chem. 3	Sc. 132 Chem. 3	Sc. 133 Chem. 3
Arts 261 Ind. Arts. . . 3	Arts 262 Ind. Arts. . . 3	Arts 263 Ind. Arts. . . 3
Arts 411 Des. 3	Arts 412 Des. 3	Arts 413 Des. 3
Arts 421 Ind. Arts. . . 2	Arts 432 Ind. Arts. . . 2	Arts 433 Ind. Arts. . . 2

Group D—Electives: Home Economics.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Sc. 201 H. Chem. . . . 2	Sc. 202 H. Chem. . . . 2	Sc. 203 H. Chem. . . . 2
H. Ec. 201 Cook. . . . 3	H. Ec. 202 Cook. . . . 3	H. Ec. 203 Cook. . . . 3
†H. Ec. 211 Sew. . . . 2	†H. Ec. 212 Sew. . . . 2	†H. Ec. 213 Sew. . . . 2
		H. Ec. 223 H. Nurs. 3

‡Not required of those taking Group D.

*Not offered after 1924-25.

†Taken by both teaching and non-teaching groups.

SPECIAL NOTE: Students taking Course III do five hours of Practice Teaching in the second year, either the fall or winter quarter.

In courses that repeat for the second quarter students will elect for the second quarter subjects not already taken in the first quarter.

COURSE III—ELEMENTARY AND HIGH SCHOOL—THIRD YEAR

Constants:

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Eng. 301 Rd. & Spk. 3	Ed. 302 Phil. of Ed. 3	Ed. 303 Phil. of Ed. 3
Ph. Ed. 301 Ath. . . . 1	Eng. 302 Rd. & Spk. 3	Eng. 303 Pubs. 3
	Ph. Ed. 302 Ath. . . . 1	Ph. Ed. 303 Ath. . . . 1

*Group A—Electives: Academic.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Eng. 311 Adv. Comp. 3	Eng. 312 Shakesp. . . 3	Eng. 313 Shakesp. . . 3
S. Sc. 311 Mod. Eur. 3	S. Sc. 312 Mod. Eur. 3	S. Sc. 313 Mod. Eur. 3
Math. 301 S. Geom. 3	Math. 302 S. Geom. 3	Math. 303 Trig. . . . 3
Sc. 301 Physics. . . . 3	Sc. 302 Physics. . . . 3	Sc. 303 Physics. . . . 3
Lang. 301 Lat. 5. . . . 3	Lang. 302 Lat. 5. . . . 3	Lang. 303 Lat. 5. . . . 3
Lang. 101 Fr. 3. . . . 3	Lang. 102 Fr. 3. . . . 3	Lang. 103 Fr. 3. . . . 3

Group B—Electives: Physical Education.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ph. Ed. 311 Pag.... 2	Ph. Ed. 312 Pag.... 1	Ph. Ed. 313 Playgr. 1
Ph. Ed. 321 Anat... 3	Ph. Ed. 322 Anat.. 3	Ph. Ed. 323 Anat.. 3
Ph. Ed. 331 Constr. 2		
Ph. Ed. 341 Hist... 3	Ph. Ed. 342 Hist... 3	Ph. Ed. 343 Physiol. 3
Ph. Ed. 351 Gym... 2	Ph. Ed. 352 Gym.. 2	Ph. Ed. 353 Gym.. 2

Group C—Electives: Fine and Industrial Arts.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Arts 301 Art Ed.... 2	Arts 302 Art Ed.... 2	Arts 303 Art Ed.... 2
Arts 311 Des..... 3	Arts 312 Des..... 3	Arts 313 Des..... 3
Arts 321 Mech. Dr. 3	Arts 322 Ind. Arts.. 3	Arts 323 Ind. Arts.. 3
Arts 331 L. & P. M. 3		

Group D—Electives: Music.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Mus. 301 H. & C. Ev. 3	Mus. 302 H.& C. Ev. 3	Mus. 303 Pr. Tch.. 3
Mus. 311 Harmony . 3	Mus. 312 Harmony . 3	Mus. 313 Dict. 3
Mus. 321 S. Sing... 1	Mus. 322 S. Sing... 1	Mus. 323 S. Sing... 1
Mus. 331 Piano } or 1.5	Mus. 332 Piano } or 1.5	Mus. 333 Piano } or 1.5
Mus. 341 Voice } or 1.5	Mus. 342 Voice } or 1.5	Mus. 343 Voice } or 1.5
Ph. Ed. 311 Pag.... 2		

*NOTE: Students majoring in Academic subjects may elect as a minor, subjects from Groups B, C, and D of Course III, and from Course IV in certain instances, with the advice and approval of the Dean.

COURSE III—ELEMENTARY AND HIGH SCHOOL—FOURTH YEAR

Constants:

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ed. 401 Sch. Adm.. 3	Ed. 402 Sch. Adm.. 3	Ed. 403 Pr. Tch.... 3
S. Sc. 411 Soc..... 2	S. Sc. 412 Soc..... 2	S. Sc. 413 Soc..... 2

*Group A—Electives: Academic.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Eng. 401 Poetry.... 3	Eng. 402 Novel.... 3	Eng. 403 Essay.... 3
S. Sc. 401 Econ.... 3	S. Sc. 402 Econ.... 3	S. Sc. 403 Econ.... 3
Sc. 401 Lab. Pr.... 3	Sc. 402 Lab. Pr.... 3	Sc. 403 Lab. Pr.... 3
Math. 401 Geom... 3	Math. 402 Geom... 3	Math. 403 Cal.... 3
Lang. 401 Lat. 6.... 3	Lang. 402 Lat. 6.... 3	Lang. 403 Lat. 6.... 3
Lang. 201 Fr. 4.... 3	Lang. 202 Fr. 4.... 3	Lang. 203 Fr. 4.... 3

*See note at end of Course III—Third Year.

Group B—Electives: Physical Education.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ph. Ed. 401 Gym... 3	Ph. Ed. 402 Gym... 3	Ph. Ed. 403 C. Cr.. 2
Ph. Ed. 411 P.D. & A. 3	Ph. Ed. 412 P.D. & A. 3	Ph. Ed. 413 Sys. & O. 3
Ph. Ed. 421 Mas... 2	Ph. Ed. 422 P. of Ex. 2	Ph. Ed. 423 Hyg... 3
Ph. Ed. 431 Fl. wk.. 2	Ph. Ed. 432 Fl. wk. 2	Ph. Ed. 433 Fl. wk. 2

Group C—Electives: Fine and Industrial Arts.

	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Arts 401 Occ. An.	2	Arts 402 H. of Art . . .	2	Arts 403 H. of Art . . .	2
Arts 411 Des.	3	Arts 412 Des.	3	Arts 413 Des.	3
Arts 421 Ind. Arts. . . .	3	Arts 422 Ind. Arts. . .	3	Arts 423 Ind. Arts. . .	3
Arts 431 Clay Mod . . .	2	Arts 432 H. Fur. . . .	2	Arts 433 H. Fur. . . .	2

Group D—Electives: Music.

	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Mus. 401 Appr.	3	Mus. 402 Appr.	3	Mus. 403 V. Tr.	3
Mus. 411 S. Sing. . . .	1	Mus. 402 S. Sing. . . .	1	Mus. 413 S. Sing. . . .	1
Mus. 421 S. Rd. (P'no) .	3	Mus. 422 Accomp. . . .	3	Mus. 423 Conduct. . . .	3
Mus. 431 Piano } or 1.5		Mus. 432 Piano } or 1.5		Mus. 433 Piano } or 1.5	
Mus. 441 Voice }		Mus. 442 Voice }		Mus. 443 Voice }	

COURSE IV—COMMERCIAL—FIRST YEAR

Required:

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Eng. 101 Fund.	3	Ed. 102 Psy.	4	Ed. 113 Prs. Ed. . . .	4
Ph. Ed. 101	1.5	Ed. 112 Prs. Ed. . . .	2	Eng. 113 H. S. Lit. . .	3
		Eng. 112 Comp.	2	Ph. Ed. 103	1.5
		Ph. Ed. 102	1.5		

Electives:

	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
C. Ed. 101 Bkkg.	2	C. Ed. 102 Bkkg.	2	C. Ed. 103 Bkkg.	2
C. Ed. 111 Shd.	3	C. Ed. 112 Shd.	3	C. Ed. 113 Shd.	3
C. Ed. 121 Typ.	2	C. Ed. 122 Typ.	2	C. Ed. 123 Typ.	2
C. Ed. 131 Arith.	3				

COURSE IV—COMMERCIAL—SECOND YEAR

Required:

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Eng. 201 Survey	3	Ed. 202 Soc.	4	Eng. 203 Types. . . .	3
Ph. Ed. 201	1.5	Ed. 212 Teaching . . .	3	Ph. Ed. 203	1.5
H. Ed. 101 Hyg.	3				

Electives:

	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
C. Ed. 211 Accts	3	C. Ed. 212 Accts	3	C. Ed. 213 Accts	3
C. Ed. 221 Shd.	3	C. Ed. 222 Shd.	3	C. Ed. 223 Shd.	3
C. Ed. 231 Type.	2	C. Ed. 232 Type.	2	C. Ed. 233 Type.	2
				C. Ed. 243 Law.	3

SPECIAL NOTE: While the major emphasis in the first three years of Course IV is on educational, academic and technical background, some opportunity is given for practice teaching in the winter quarter of the second year.

COURSE IV—COMMERCIAL—THIRD YEAR

Constants:

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Eng. 301 Rd.& Spkg. 3	Ed. 302 Phil. 3	Ed. 303 Phil. 3
Ph. Ed. 301 Ath.... 1	Eng. 302 Rd.& Spkg. 3	Eng. 303 Pubs..... 3
	Ph. Ed. 302 Ath.... 1	Ph. Ed. 303 Ath.... 1

Electives:

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
C. Ed. 301 Shd. } 2	C. Ed. 302 Shd. } 2	C. Ed. 303 Shd. } 2
C. Ed. 311 Typ. }	C. Ed. 312 Typ. }	C. Ed. 313 Typ. }
C. Ed. 321 Of. Tr... 3	C. Ed. 322 Of. Tr... 3	C. Ed. 323 Of. Tr... 3
S. Sc. 301 I. His.... 3	S. Sc. 301 I. His.... 3	
S. Sc. 311 M. Eur... 3	S. Sc. 312 M. Eur... 3	S. Sc. 313 M. Tren.. 3

COURSE IV—COMMERCIAL—FOURTH YEAR

Constants:

Fall Quarter	Winter Quarter	Spring Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ed. 401 S. Adm.... 3	Ed. 402 S. Adm.... 3	Ed. 403 Pr. Tch.... 3
S. Sc. 411 Soc..... 2	S. Sc. 412 Soc..... 2	S. Sc. 413 Soc..... 2

Electives:

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
S. Sc. 401 Econ..... 3	S. Sc. 402 Econ.... 3	S. Sc. 403 Econ.... 3
C. Ed. 401 Adv..... 3	C. Ed. 402 B. Org.. 3	C. Ed. 403 Bank... 3
C. Ed. 411 Sh-Ty... 2	C. Ed. 412 Sh-Ty .. 2	C. Ed. 413 Sh-Ty .. 2
Eng. 411 B. Eng.... 2	Eng. 212 Cont. } or 3	Eng. 213 Cont. } or 3
	Eng. 312 Shkes. }	Eng. 313 Shkes. }

SPECIAL NOTES ON COURSE OF STUDY

1. The course of study is based upon the intensive rather than the extensive plan, and a high standard is maintained for the work. The courses are based upon approximately 15 "credits." Unprepared subjects receive one-half count. Class periods are 60 minutes in length. Laboratory subjects have double periods. In all courses the time required for class and preparation combined is fixed at three hours as the regular college standard. Each instructor is responsible for enforcing this time requirement.

2. Teachers are expected to arrange their work in accordance with the outlined course of study. No departure from this course is permissible, except by consent of the Course of Study Committee.

3. A rational printed schedule is made out and posted before the beginning of the session, based upon the course of study, and no student is permitted to take subjects in conflict with the schedule.

4. All academic work in excess of 15 credits may be counted on conditions by students entering the school on less than 16 units of high school work.

5. Electives not in a student's course may be taken only if there is no schedule conflict and with the approval of the Dean.

6. The College reserves the right not to form any class for less than ten students. The right is also reserved to limit the number entering Courses III and IV to those showing academic fitness and mental ability such as to enable them to profitably pursue these courses.

7. All students are required to take Chorus Music for two years, except while teaching.

8. Students in the second year of Courses I and II have no class work while teaching except such as is related directly to their needs in the training school, such as conferences, practice in black-board work, etc.

9. The use of the library is encouraged by teaching students how to use the card index, the reader's guide, shelf lists, etc. While this is encouraged in all classes, it is made a definite part of the English course of the first year, and is directed by the head of the English department and the librarian.

10. On the completion of 30 session hours (credits) in Courses I and II, a diploma and the Normal Professional Certificate are issued; on the completion of 60 credits in any course the B.S. degree is granted. Special Certificates may be secured in Courses III and IV in less time than four years, as indicated elsewhere in the catalog.

Departments of Instruction

EDUCATION

The purpose of the courses in this department is to prepare young women for the work of organizing, governing, and teaching in the schools of Virginia. In addition to broad and accurate scholarship, a teacher should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. She should, furthermore, be acquainted with the best practices of the teaching profession and the theories upon which such practices are founded. A knowledge of child nature, growth and development is absolutely essential for best results.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability of practical application in teaching. An opportunity for obtaining this last acquirement is found in actual teaching under direction in the Rural and City Training Schools.

FIRST YEAR

Education 101-102: Psychology. In this course a study of the child is made from the standpoint of his original tendencies and characteristics, and the processes of his growth, development and education. Several phases of emphasis may be noted: First, a study of the nervous system as the basis of mental activity; second, the elementary mental processes, such as sensation, perception, memory, imagination, etc.; third, the learning process, with emphasis on instincts, capacities, habit formation, reasoning, etc.; fourth, characteristics of children at various stages of growth and development; fifth, individual differences—the normal, sub-normal and abnormal children and their treatment in the schools. Various tests and measurements are given in connection with the course.

Text: Averill, *A Psychology for Normal Schools*, or Gatts, *Educational Psychology*.

Three single and one double period per week for the first or second quarter.

122-123: Elementary Education and Observation—Primary Grades. This course presents and discusses the aims and objectives of primary education; the educative values as related to the subject matter of the primary curriculum, and the most effective methods of presenting such subject matter. The course of study of the Virginia Elementary Schools is used as a guide. The major emphasis is on Reading, however, as this is the big problem of the beginner. Observation is an integral and correlated part of the Primary Elementary Education Course. Following the presentation of methods of teaching a subject, the class observes in the Training School this method demonstrated by trained teachers. The observation is followed by a discussion of the application of the method previously studied. The lessons observed show in sequence the same subject taught in the different grades. This enables prospective teachers, after studying subject-matter and methods, to see how to adapt the material and method of presentation to the development of children of different grades.

122: Primary Grades. A. Presentation and discussion of the aims, values, subject matter and method as definitely related to Primary Education.

B. Reading. The purpose of this part of the course is (1) to lead the students to see and to discuss the problems that arise in the teaching of reading, and to devise adequate solutions; (2) to familiarize the students with the many types of primary readers, and to enable them to select and use the best effectively; (3) to discuss and work out with students the various types of reading lessons used in the primary grades and to illustrate these types and the use of correlated materials in the organizing of lessons and lesson plans; (4) to show the application of the principles of education in the teaching of primary reading.

C. Child Literature. A study is made of literature appropriate for the first three grades. The course aims to present material which will give knowledge for appreciation and selection of stories suitable for children in the primary grades, and the methods of teaching these to the children. Special emphasis is placed on story telling and dramatization. An opportunity is provided for individual presentation by members of the class.

Seven periods per week for the second quarter.

123: Primary Grades. The purpose of this part of the course is (1) to select and organize subject matter in language, spelling, arithmetic, and community life that will be of value to children in the primary grades; (2) to observe and discuss methods of teaching this subject matter in language, spelling, arithmetic and

community life; (3) to organize projects for primary grades in which the subjects of the primary curriculum becomes a social unit.

Seven periods per week for the third quarter.

132-133: Elementary Education and Observation. Intermediate and Grammar Grades. The purpose of this course is to emphasize the methods of teaching English, History, Geography, and Arithmetic, based on educational principles. The work of the two quarters is devoted to a study of the Course of Study used in Virginia Elementary Schools for these subjects, and the methods of presenting this subject-matter. Free classroom discussion is conducted and each student should get a working knowledge of the standards for judging relative values, and good teaching. Special emphasis is placed on the selection of material, questioning, lesson plans, devices and plans for motivation of the work in these subjects and the correlation of these one with another, and with the other subjects in the grades. Observation in the Training Schools constitutes a definite part of the course. Students see classes taught in the subjects of the intermediate and grammar grades, and discuss the work observed from the standpoint of educational principles. This work is done jointly between the education department and the other departments concerned, thus making a most valuable course from the standpoint of both subject matter and educational practice in the Training School. The work of the second quarter deals largely with fundamental principles of teaching as applied to History and Geography, and the third quarter with English and Arithmetic.

Seven periods per week for the second and third quarters.

112-113: Principles of Secondary Education. The purpose of this course is to give students a broader and more comprehensive view of the field of high school education, and to lay the foundations in approved educational principles for the later practical work of the teachers in the high school.

112: Principles of Secondary Education. Some of the subjects dealt with in this quarter are: Adolescence, and the teacher's problems growing out of it; the organization and aims of the high school; the art of study, reinforced by observation of classes in supervised study; the curriculum from the standpoint of its content and relative value of studies; the real educational and disciplinary value of a subject; and the best methods of study.

Two periods per week for the second quarter.

113: Principles of Secondary Education. This quarter deals more with the teaching side, and takes up such subjects as the following: The high school as a social factor; its relation to elementary and higher education; the principles and methods of teaching the various high school studies; the lesson plan; program making; directing the various school activities, both in and out of the schoolroom. Observation of teaching constitutes part of this course.

Five periods per week for the third quarter.

SECOND YEAR

201-202: Educational Sociology. This is a combination lecture, research, and current events course. The lectures cover in an elementary way the forces which have been and are making for civilization, and those which retard it; also the intimate relationship existing between society and its institutions, especially the schools. Special reports are made by the students bearing upon the real meaning and place of education in a democracy. Phases of mal-adjustment in the social order are considered from the standpoint of a remedial program. Current topics on various phases of social work and betterment are reported upon from day to day. The need of a social viewpoint in education, and its relation to the vocations, arts, religion, and right living are emphasized throughout the course.

Four periods per week for the first quarter. Repeated in the second quarter.

203: History of Education. In this course a brief survey is made of the development of the educational system from primitive times to the present day. A contrast is made between the Chinese, Greek, and Roman conceptions of education. The contribution of the Monasteries and Palace Schools to civilization; the growth of Scholasticism and the Universities; the Renaissance and the Reformation—are topics of interest in the course. Especial attention is given to the evolution of the modern conception of education through the Naturalistic, Psychological, Scientific, and Sociological movements, under such representative leaders as Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, Bacon, Locke, and others. The growth and changing educational ideals in Virginia are studied with some care during the latter part of the quarter.

Text: Graves, Students' History of Education.

Four periods per week for the third quarter.

211-212: Practice Teaching. Courses in principles and theories of education, methods of teaching various school subjects, and observation of teaching done by supervisors in the Training School, form the basis for a course in practice teaching. This course is required of every candidate for a diploma in courses 1 and 2. Practice teaching is also given in course 3, with special attention to subjects in which students are majoring, and in course 4, with special emphasis on commercial subjects. Its purpose is to give to the student teacher the ability to put into practice the methods and principles which have previously been studied; efficiency in the method of presenting subject matter; ability to control children; and skill and confidence to meet situations which arise in school work. Each student teaches the subjects of one or more grades and is required to observe the teaching of the subjects in the other grades of the school. Every student in Courses I and II teaches for a period of twelve weeks, and has definite observation and discussion work for twelve additional weeks. Students in the second year of Courses III and IV also do a limited amount of teaching. Educational tests are given during the teaching term, thus assuring acquaintance of students with the tests, and giving them a scientific basis for grading their students.

In addition to observation and practice teaching in the city training school, opportunity is given for observation and practice teaching in a two-room rural school in Spotsylvania county, and in two years of high school work maintained at the College.

221-222: Conference. Three hours each week are set aside for the head of the Department of Education and the Training School Supervisors to meet the student teachers in a rather informal discussion of the problems that arise in practice teaching. Questions are freely asked and discussed; more practical and scientific methods of dealing with various situations are here formulated; and an attempt is made to show the weak and strong points in certain practices of the various teachers and grades. Special-day programs carried out in the grades by the teaching section are brought to the attention of the non-teaching section. Also brief reports are made from time to time on work that is being done in other schools with a view to the practicability of its introduction into the Virginia schools.

Three periods per week for the first or second quarter for teaching seniors.

231-232: Tests and Measurements. This course deals with the newly developing Science of Classification, grading, progress, and promotion of students as determined by objective standards and

measurements. A brief survey of the old methods of dealing with these problems is made, after which an examination of results obtained with the use of "Standardized Tests" and "Measurements" is taken up along with the actual use of many of the best available tests. Students are also given practice in scoring tests, finding the median, upper and lower quartiles, the middle fifty per cent, the norm, and etc. The course should be of inestimable value to the class room teacher, as well as to the supervisor and administrative official.

Three periods per week for the first or second quarter.

THIRD YEAR

302-303: Philosophy of Education. This course treats of the factors making for civilization—the home, the school, the vocation, the state, the church, etc. The subject of education is approached from each of the following scientific viewpoints: the Biological, Physiological, the Psychological, the Sociological, and the Philosophical. The course aims to determine the real place of education in society, the content of the curriculum, the best methods of procedure and to give a broader conception of the field of education—to apply more of the scientific and less of mere opinion to our educational process.

Text: Dewey, *Democracy and Education*, and other texts on each of the phases of education studied.

Three periods per week for the second and third quarters.

FOURTH YEAR

401-402: School Administration and Supervision. In this course students make a more detailed study of school organizations, from the State Board of Education to the Janitor; finance—national, state, and local; waste in education, and other factors that should be known and studied with a view to better organization, management, supervision, and teaching.

Three periods per week for the first and second quarters.

403: Practice Teaching. Degree courses. In the four year courses students do six hours teaching in the subjects in which they are majoring. So far as practicable this work is done under conditions similar to those under which graduates will likely teach after completing the course. In addition to this, practical work is made a part of all the courses.

Six periods per week for the third quarter.

OTHER EDUCATIONAL SUBJECTS

In addition to the above outlined courses, methods of teaching the respective subjects are given in connection with the courses in Home Economics, Music, Nature Study, Agriculture, Fine and Industrial Arts, and Physical Education.

See these departments for full statements of courses.

ENGLISH

Every department of instruction in the College is urged to co-operate in the general policy of holding all students to a reasonable degree of correctness in the fundamental essentials of acceptable usage in spoken and written English.

There is no subject in the whole course which is more fundamental, since every department is affected by it and finds its work stronger or weaker as the work in English is strong or weak. One of the matters in which this appears prominently is that of the vocabulary. The student whose vocabulary is limited necessarily gains much less from the text-book, and never obtains the same ideas as the one who has a wide range. This is particularly true of those who are taking strictly professional work. It is almost safe to say that the one who brings an adequate preparation in English to the difficulties of this work derives twice as much from it. Applicants should take pains to observe all the requirements, as there is no other subject in which it is so necessary to be well prepared.

FIRST YEAR

101: English Fundamentals. This course is, first of all, an intensive study of the fundamentals of English in an attempt to discover and correct the weaknesses in the student's speech, grammar and composition work. The course includes technical work in language and such facts and principles in grammar as contribute to the work in composition and literature. Definite objectives are set up for better speech and for effective work in oral and written composition.

While the major emphasis is placed on English fundamentals during the first quarter, these principles carry over and are followed up in the work in composition and literature in the second and third quarters, in all courses in English in the Junior year. Required of all Juniors.

Three periods per week for the first quarter.

102A: Composition—Primary Grades. The work in this course provides such training in oral and written composition as

is needed for successful teaching of composition in the primary grades. Much emphasis is placed on story-telling and dramatization as a means of developing primary children in oral expression.

Two periods per week for second quarter.

103A: Grade Literature—Primary Grades. This course requires a study of literature taught in the primary grades of the common schools. Much reading of choice literary selections forms an important part of the work. The aim of the course is to educate the student and to give the necessary preparation for intelligent and successful teaching of primary literature.

Three periods per week for third quarter.

102B: Composition—Grammar Grades. The work in this course provides such training in oral and written composition as is needed for successful teaching of composition in the grammar grades. Much emphasis is placed on adapting stories for dramatization, organization and correctness in oral expression and definite objectives in correct, concise, organized written composition.

Two periods per week for second quarter.

103B: Grade Literature—Grammar Grades. This course requires the study of literature taught in the grammar grades of the common schools. Much reading of choice literary selections forms an important part of the work. The aim of the course is to educate the student and give the necessary preparation for intelligent and successful teaching of literature in the grammar grades.

Three periods per week for third quarter.

112: Composition and Rhetoric. The work in this course provides for training in oral and written composition for the four years of the high school. Much emphasis is placed on easy, fluent, oral expression and on correct, organized, concise written work.

Two periods per week for the second quarter.

113: High School Literature. This course provides for an extensive study of subject-matter, and problems of teaching literature in the high school. Discussions, reference reading, reports and re-reading of literature taught in high school form an important part of the work.

Three periods per week for third quarter.

SECOND YEAR

201-202: *A Survey of English and American Literature.* This course provides for a brief survey of English and American literature. Historical, social and religious tendencies of the various periods of national life are observed through a study of masterpieces from significant authors representative of the various periods, rather than through a study of the History of Literature as such.

Three periods per week for the first quarter. Repeated for the second quarter.

203: *Types of Great Literature.* In this course an effort is made to familiarize the student with distinctive types of literature, both poetry and prose, as seen in the lyric, the epic, the drama, the novel, the short story, and the essay, and to give a knowledge and appreciation of the value of literature in individual and social life.

At least one classic under each of these types, with emphasis on appreciation, is included in this course.

Three periods per week for the third quarter.

211-213: *Contemporary Literature.* This course aims to give to the students a knowledge and appreciation of present day American and English literature. Poetry, essays, short stories, novels and dramas are read and discussed. Current magazines and recent publications are used for reference work.

Three periods per week for the first and third quarters. Repeated for the second quarter.

THIRD YEAR

301: *Reading.* An advanced course in reading. It combines practice in pronunciation and exercises for distinctness and vocal purity with oral interpretation of the printed page. The oral reading includes work on various types: narration, description, exposition and argumentation.

Three periods per week for the first quarter.

302: *Public Speaking.* A study of the fundamental principles of effective speech. Selection and arrangement of subject-matter and framing of outlines. An opportunity is given students to put the principles studied into practice. The selections given by students are sometimes original and sometimes excerpts from masterpieces.

Three periods per week for the second quarter.

303: *Parliamentary Practice. Publications.* The work of the first half of the quarter offers to students such practice in Parliamentary Law as is necessary to conduct clubs, societies, etc., in elementary and secondary schools. The work of the second half of the quarter offers to students training in all phases of work concerned with the newspaper and magazine of the elementary and secondary school.

Three periods per week for the third quarter.

311: *Advanced Composition.* This course is designed to give students careful training in developing clearness, force and style in the various forms of English Composition.

Three periods per week for the first quarter.

312-313: *Shakespeare.* Selected plays from Shakespeare are studied giving a liberal acquaintance with the poet and amply illustrating the growth of his dramatic art. The study of a number of Shakespeare's comedies and tragedies; and the preparation of a paper on a subject drawn from these plays is required in this course.

Three periods per week for the second and third quarters.

FOURTH YEAR

401-402-403: Nineteenth Century Writers

401: *Poetry.* This course is designed to offer to students a more comprehensive study of the works of outstanding poets of the Nineteenth Century, both English and American. The class work includes discussions and reports on assigned readings.

Three periods per week for the first quarter.

402: *The Novel.* This course is designed to offer to students a more comprehensive study of the works of outstanding English and American novelists of the Nineteenth Century. The class work includes discussions and reports on assigned readings.

Three periods per week for the second quarter.

403: *Essay and Biography.* This course is designed to give students a more comprehensive study of the writings of leading English and American essayists and biographers of the Nineteenth Century. The class work includes discussions and reports on assigned readings.

Three periods per week for the third quarter.

411: *Advanced Business English.* An advanced course dealing with general business matters—correspondence; various types of reports, including the graphic as well as the written form; ab-

stracts; minutes of meetings; oral talks on various subjects, with the aim of developing the power of clear and concise expression.

Two periods per week for the first quarter.

BIBLE

Owing to the demand for Sunday School teachers, and considering the educational and cultural value of a study of the Bible, two courses are now being offered by this institution in Bible study, each with full college credit. The first of these courses is treated from the historical standpoint, somewhat in chronological order, with some attention to teaching in the Sunday School. The second course deals more with periods in Bible history, with emphasis on Biblical literature and its influence.

101: Bible. This course is an historical study of the Bible from Creation to Judges, giving much time to the reading of the subject matter and to the studying of outstanding characters of this time.

Text: Spilman, Leavell & Burroughs, *The New Normal Manual*.

Two periods per week for the first quarter.

102: Bible. A similar and continued study of the above course from Judges to the time of Christ.

Text: Spilman, Leavell & Burroughs, *The New Normal Manual*.

Two periods per week for the second quarter.

103: Bible. This course embraces a study of the life of Christ, and His standards of living. The subject is treated not so much from a pedagogical point of view as it is with a view of becoming more conversant with the New Testament and of seeing in its principles that which is applicable to daily living.

Text: Spilman, Leavell & Burroughs, *The New Normal Manual*.

Two periods per week for the third quarter.

201-202-203: Bible Literature. In this course, the Bible, always keeping its place of prominence religiously, is, nevertheless, regarded through historical glasses establishing in the mind of the student the continuity of great facts that step by step place the Bible as the greatest of all Histories in interest, contents and authenticity. Following the treatment of the Bible in the above manner, an equal length of time will be devoted to its study for

its literary value—a course dealing with the simplicity of its diction, the greatness of its addresses, its sermons, its orations, and the beauty of its poesy and its songs.

Three periods per week for the session.

MATHEMATICS

Mathematics rightfully occupies an important place in the school curriculum, and especially should this be true in a Teachers College, for in whatever work the teacher may engage, she will need the knowledge of mathematics and its principles. Besides, the industrial and commercial world furnish motivation for every important mathematical process in every-day life. Mathematics often fails to command the proper respect of patrons and pupils because of the teacher's failure to emphasize its practical applications and to properly present business methods and customs. For this reason, the department especially emphasizes business methods and the applications of mathematics to practical life. The emphasis throughout the course is on number, the tool for solving problems of daily importance. Since good results in mathematics must be based upon a thorough working knowledge of the subject, the courses aim to give this knowledge and to strengthen the weak points in the student's mathematical training; to develop logical systematic thought; to train to clear, concise, and accurate expression; to develop and strengthen the reasoning powers of the pupil; to develop the spirit of original and independent work. Especial emphasis is laid on the proper presentation of the State text-book.

FIRST YEAR

MATHEMATICS 101-102-103. High School Mathematics.

101: Arithmetic. This course is not a review of graded arithmetic, but is an advanced course based upon business problems and acquaints the students with laws, customs, and forms of business.

Text: Moore and Miner, Business Arithmetic (Revised).

Three periods per week for the first quarter.

102: Algebra. This course is both a brief review of High School Algebra from the teacher's standpoint and work in advance of that usually given in a High School course. Approved method of presentation accompany the work.

Text: Fife, College Algebra.

Three periods per week for the second quarter.

103: College Algebra. This is a continuation of Math. 102.

Text: Fife, *College Algebra*.

Three periods per week for the third quarter.

Math. III: Business Arithmetic. It is assumed that all students who enroll in a commercial teacher-training course will have had a complete course in arithmetic. It is safe to assume, however, that they will not have acquired that facility in the handling of arithmetical computations which is required of office workers. Therefore, it will be the chief aim of the business arithmetic course to develop facility in the use of figures, while at the same time reviewing approved methods of making business calculations.

Such short cuts as appear frequently in business will be introduced in this course. Through adequate, well-organized practice, essential process habits will be formed. The ultimate aim of the course will be to enable those who complete it to handle common office problems in arithmetic with extreme facility and accuracy.

Text: Moore and Miner, *Business Arithmetic*.

Three periods per week for the first quarter.

SECOND YEAR

MATHEMATICS 201-202-203. Advanced High School Mathematics.

201: Geometry. This course is Solid Geometry accompanied by a parallel review of Plane Geometry.

Text: Wells and Hart, *Solid Geometry*.

Three periods per week for the first quarter.

202: Plane Trigonometry. This course is accompanied by practical application to field work.

Text: Robbins, *Plane Trigonometry*.

Three periods per week for the second quarter.

203: Teaching High School Mathematics. The typical parts of Algebra and Geometry are discussed with the general aim of putting students in possession of approved methods. Papers and talks on assigned readings, discussions, and examination of textbooks forms a part of this course.

Text: Schultze, *The Teaching of Mathematics in Secondary Schools*.

Three periods per week for the third quarter.

THIRD YEAR

MATHEMATICS 301-302-303. Analytic Geometry and History of Mathematics.

301-302: *Analytics*.

Text: Smith and Gale, New Analytic Geometry.

Three periods per week for the first and second quarters.

303: *History of Mathematics*.

Text: Library References.

Three periods per week for the third quarter.

FOURTH YEAR

Mathematics 401-402-403: Calculus.

Text: To be selected.

Three periods per week for the session.

SCIENCE

This department offers courses in Biology, Nature Study, Agriculture, Chemistry, Physics, and General Science.

These subjects dealing with natural phenomena, with nature and nature's laws, and man's relation to life, if approached in a way to realize their possibilities, furnish a field for observation along special lines; exercise in knowledge-acquisition through the study of concrete objects and experimentation; train the judgment and yield information of especial value.

101: Nature Study—Fall Quarter. This course includes a study of plants and animals, including wild flowers, trees, shrubs, plant propagation, insects and birds. Special reference is given to their growth, adaption to environment and relation to man.

No text is used. Library references and the campus and surrounding country are our best texts.

Laboratory fee, 25 cents.

Three periods per week for the first quarter.

102: Nature Study—Winter Quarter. The first part of this quarter is given to the study and application of psychological principles as applied to nature study. The lesson plan form is developed, type lessons are taught and discussed.

The last part of the quarter is given to garden study in preparation for the practical garden work.

Laboratory fee, 25 cents.

Three periods per week for the second quarter.

103: Nature Study—Spring Quarter. This quarter offers an intimate study of birds, spring flowers, trees, insects and gardening.

Text: Hodge, *Nature Study and Life*.

Laboratory fee, 25 cents.

Three periods per week for the third quarter.

111-112-113: Junior High School Science. This course is intended for those preparing to teach science in Junior High Schools and includes General Science and Biological Agriculture. In addition to the study of standard texts the work embraces projects, excursions, reports, lecture demonstrations, laboratory work and practical experience in conducting, designing and equipping a school laboratory. Methods are developed with the subject-matter. Making collections for school use and preparing to teach under ordinary school conditions are given careful consideration.

Text: To be selected

One single and two double periods per week for the session.

Laboratory fee, \$1.00 per quarter.

131-132-133: Chemistry. This course is intended for Household Arts students who have had no previous chemical training. It will bring out the relation between the fundamental principles of chemistry and their applications, and will emphasize the applications to things of practical interest in the home.

Text: Smith & Mess, *Laboratory Study of Chemistry*.

Two double periods per week for the session.

Laboratory fee, \$1.50 per quarter.

SECOND YEAR

201-202-203: Home Chemistry. Prerequisite, one year of general chemistry with laboratory. This course is a study of such chemistry as finds application in the home. It embraces the chemistry methods employed in the examination of fuels, drinking water, atmosphere, textiles, and foods, with special reference to adulterations, imitations, preservatives, poisonous substances, etc.

Text: Vulte, *Household Chemistry*.

Bruce, *Detection of Common Food Adulterants*.

Two double periods per week for two quarters.

Laboratory fee, \$1.50 per quarter.

THIRD YEAR

301-302-303: Home Physics. This course consists of a review of those parts of physics which are necessary for the understanding of common home appliances. Emphasis is placed on the practical knowledge and use of everyday household appliances such as electric vacuum cleaners, sewing machines, modern electric lighting equipment, etc.

Text: Butler, Household Physics.

One single and two double periods per week for the session.

FOURTH YEAR

401-402-403: High School Science—Laboratory Practice. This course is intended for those preparing to teach Science in High Schools. An elementary knowledge of the sciences is presupposed. Planning and equipping a laboratory, appropriate lectures, table demonstrations, and practical experience in conducting and caring for laboratories in General Science, Chemistry, Physics and Agriculture, constitute part of the course.

One single and two double periods per week for the session.

SOCIAL SCIENCES

FIRST YEAR

In History-Geography of the unit course under Elementary Education, these subjects are combined in grades 3 to 5, inclusive, and correlated in the upper or grammar grades. Methods in elementary geography and history comprise an essential part of the course with observation in the Training School.

101: Regional Geography. Continent formation is studied in relation to soils and minerals. Climate is treated in relation to forests and agriculture. Production of raw materials is shown in relation to manufacturing, transportation and commerce. Map study, excursions and problem work comprise an essential part of the course.

Text: Atwood, New Geography, II.

Laboratory fee, 25 cents.

Two periods per week for the first quarter.

122-123: History-Geography for the Primary and Intermediate Grades. An intensive study of community history-geography, leading to the study of the state of Virginia provides the subject-

matter. History is presented by the story method, introducing the art of story telling. History is presented by personality. Regional and human geography of the state is carried over into a rapid survey of the nation.

Laboratory fee, 50 cents.

Seven periods per week for part of the unit course.

132-133: History-Geography for the Grammar Grades. Beginning with the United States, extensive study is given of the nation and of the world. Besides story methods, problem and project study and inductive and deductive lessons are taught. The regional and human geography of the first term is given the practical applications of the grammar grade class room. The observations give practical demonstration of the methods taught in the classroom.

Laboratory fee, 50 cents.

Seven periods per week for part of the Unit Course.

111-112-113: American Government. The intention of this course is to acquaint the student with the evolution of British and American institutions, which characterize the political, social and economic systems of our national life. On this basis, the regnant problems with which every good citizen ought to be conversant, receive discussion in the last quarter.

111: English History is rapidly reviewed, using the topical method, to provide an ample background for the history of the United States.

Three periods per week for the first quarter.

112: Epochs of American History. While attention is given to chronological history, problems of American democracy and the evolution of American institutions and political doctrines are given chief attention. The work is a systematic college course to provide a background for teaching in elementary and high schools.

Three periods per week for the second quarter.

113: Citizenship. The ordinary problems of government developed in course 112 here receive a wider treatment in the forms and powers of government. The U. S. constitution receives special attention. Current political, social and economic problems are intensively studied by debates, problems, reports and discussions from periodicals. Students subscribe for one periodical for the duration of the course.

Library reference work.

Three periods per week for the third quarter.

SECOND YEAR

201-202-203: Early European History. For those students majoring in history and for others desiring a collegiate course in world history, the following courses provide the foundation. A year of work is given to human history from the prehistoric period down to the modern period, 1789, A. D.

201: Ancient History. From the prehistoric period to the fall of the Roman Empire.

Three periods per week for the first quarter.

202: The Dark Ages. From the Germanic invasions to the Reformation, 1517.

Three periods per week for the second quarter.

203: The Renaissance, Reformation and Revolution Periods. The Sixteenth, Seventeenth and Eighteenth centuries develop the scientific, industrial, social and political factors which are preliminary to the modern epoch. The Industrial Revolution is marked as the beginning of the modern period.

Three periods per week for the third quarter.

THIRD YEAR

301-302: Social and Industrial History of England and the United States. This course deals with the development of invention and the change from the domestic to the factory system of production. It exhibits in some detail the change in our economic organization in agriculture, commerce, industry, and finance, which came about as the result of the Industrial Revolution. The lines of development in England and the Continent of Europe during the Nineteenth Century will show the influence of these factors on the modern world. The special development of these forces in the creation of a new empire in America will be treated in considerable detail.

Three periods per week for the first and second quarters.

311-312-313: Modern Europe. A year's work is given to advanced college history of the modern era, 1789 to date. From the social and political changes of the French Revolution and the economic and industrial changes of the Industrial Revolution, the course develops in detail the intricate features of modern civilized life.

Prerequisite, Social Science 201-202-203, or its equivalent.

311: Nineteenth Century. From the French Revolution and reaction of the Congress of Vienna to the Third Republic. The period of nationalism is the main topic of this quarter.

Three periods per week for the first quarter.

312: Nineteenth Century continued. From the Third Republic to the Twentieth Century. This course reviews the period of empire building and treats the great national schemes for world empire.

Three periods per week for the second quarter.

313: Twentieth Century. Besides the problems of the present century, this course treats the World War and the following period of reconstruction in detail. The causes and effects of the World War and their bearing on present day world problems receive both extensive and intensive study. Source materials, their collection and arrangement, constitute a considerable part of the work of this quarter.

Three periods per week for the third quarter.

Text: Schapiro, Modern and Contemporary History.

Special Note: Students taking this course are expected to develop research ability, and assignments are considered an essential feature of the work. Students are expected to meet standards of genuine ability in historical and critical methods. Industrial and Social History are given equal place with Political History.

FOURTH YEAR

401-402-403: Principles of Economics. This course is an advanced study in the theory of Economics. The theories of material values, the principles underlying the mediums of business intercourse, and the relations of theory to practice as applied to modern business organization and to educational sociology are treated in some detail.

401: The first quarter takes up human wants in relation to wealth and exchange. The production of wealth ensues in a study of Capital, Rent and Interest.

Three periods per week for the first quarter.

402: The second quarter considers the human factor in production: labor, wages, contract, and the place of the producer in the economic scheme. From the standpoint of enterprise, the study considers costs, profits, monopolies, manipulation and prices. Some attention is given to international relations as bearing on the internal economic structure.

Three periods per week for the second quarter.

403: The third quarter treats the social aspects of economic relations. The theory of property and inheritance, income and consumption, ownership, government and taxation, banking, transportation, and the economic future of society.

Three periods per week for the third quarter.

411-412-413: *Applied Sociology*. In this course an attempt is made to apply some of the principles of sociology to every-day life. One of the aims is to contribute to some of the near-by communities through co-operation with them in economic and social betterment while enriching the lives and experiences of those who make the contributions. The projects attempted are determined to a large extent by the interests of the members of the class, and the social opportunities open during the period of the course.

Two periods per week for the session.

Equipment: The department is well equipped for its work. A special room is fitted with ample laboratory equipment and an atmosphere of socialized study. The equipment includes specimens of minerals, political, topographical and blackboard outline maps, historical maps in series, desk maps, globes and planetariums, a complete collection of 1,200 specimens arranged under 38 topics, 18 special industrial collections, illustrating manufacturing processes, two baloptican lanterns, one stationary and one portable with 500 slides and capacity for showing printed pictures, 48 completely illustrated and bound projects for class and Training School uses; a special juvenile library for history and geography study; and a growing collection of over 6,000 pictures gathered by students, supervisors and pupils in the Training School. The school also owns a moving picture machine which is used for educational purposes.

LATIN

In the Latin courses stress is laid upon the relationship of Latin and English, their idioms are constantly contrasted and compared, and the student is made to feel the vital influence of Latin upon our English speech. In all of the courses in Latin thoroughness is insisted upon, and the practical value for the teacher is emphasized.

111-112-113: *Latin—Third Year*. This course includes additional readings from Book IV and Book V of Caesar, and Cicero's orations against Catiline. Attention is given to Latin

prose and composition, syntax of cases and verbs, exercises based on text. Parallel readings on the Life and Times of Cicero are given.

Texts: D'Ooge and Eastman's Caesar; D'Ooge's Cicero; Bennett's Latin Grammar.

Three periods per week for the session.

221-222-223: Latin—Fourth Year. This course includes Books I to VI of Vergil's Aeneid; the study of Roman and Greek Mythology; Latin versification; and the Life of Vergil, as parallel—Bennett's Latin Grammar is used as reference in composition work.

Text: Vergil's Aeneid.

Three periods per week for the session.

301: Principles of Teaching Latin. Prerequisite to this course four years of Latin. This course affords a more intensive study of Caesar, his career and character; his conquests and writings; Roman life and literature; slight review of Cicero, with comparison of Caesar and Cicero; study of Roman oration; grammar and prose composition; and special attention to sight reading.

Three periods per week for the first quarter.

302: Principles of Teaching Latin. This course is a continuation of Latin 121, and is a review of Vergil, with further study of his life; the Augustan age; Roman epic poetry; scansion and rhythmical reading; the dactylic hexameter; Roman and Greek Mythology; oral and sight reading; methods; selected Odes from Horace; and a contrast of lyric and epic poetry.

Three periods per week for the second quarter.

303: Principles of Teaching Latin. While work in reading and composition are continued, the major emphasis in this quarter is on the fundamental principles underlying the teaching of Latin in the High School.

Three periods per week for the third quarter.

401-402-403: Latin. An advanced course for students who have had at least four years of Latin. Attention is given to Roman history, with selections from Lisy and Tacitus; and to Roman lyric poetry, with selections from the Odes of Horace. Parallel readings in Latin and English are required.

Three periods per week for the session.

FRENCH

In the last few years we have been brought into such close relationship with France that it is most unfortunate not to have some knowledge of the French language. Hardly a day passes that we do not find French phrases in magazines and papers. For this reason French is one of the most practical subjects that the students of today can take. The aim of the French course is to impart an intimate knowledge of a living language closely related to actual life. The student has constant training in reading and speaking French.

101-102-103: French. A course in the study of the French language and literature for students who have had two years high school French or its equivalent. Readings are taken from the works of Dupres, Daudet, Merimee and others. Attention is given to modern methods of teaching French. Lesson plans and demonstration lessons are worked out from time to time as the course progresses. Parallel readings are required.

Three periods per week for the session.

201-202-203: French. An advanced course in French literature. The origin of the language and the different periods of literature are taken up, with readings from the principal writers of these periods. Selections are from the works of Hugo, Racine, Corneille, Moliere and others.

Prerequisite, French 101-102-103 or its equivalent.

Three periods per week for the session.

**211-212-213: French—Second Year.* This course continues the study of grammar, reading, composition and conversation, with more emphasis on conversation, and a large amount of reading required. Through readings from Sand, Daudet, Mairret, Feuillet, and others the student is introduced to French literature.

Texts: Fraser's and Squair's French Grammar; Chardenal's Complete French Course; and about two hundred pages of French prose, to be selected as needed.

Three periods per week for the session.

*Not offered after session 1924-25.

HOME ECONOMICS

The course in Home Economics include subjects dealing with food, clothing, and shelter as related to the welfare of the home. These courses are planned to meet the needs of students who may become teachers of these subjects in the schools; and to train students to become efficient home-makers.

The health and happiness of a home depends upon the knowledge and skill of the woman who has the home in her keeping; her ideals of home life; and her ability to carry these out in a practical way. Hence, the courses in foods, textile study, dress-making, millinery, home nursing, and home management are given with these specific aims in mind—to develop ideals of better home-life by a knowledge of true economy in the selection of foods and textile materials used in the home; by practical training in menu-making from a health standpoint, as well as attractiveness of service; in the practical processes of sewing and dressmaking; and the study of problems connected with efficiency in home management; and study of school lunches.

Open to all students who elect Course III.

All students who enter Cookery classes are requested to have at least two long white aprons with bibs.

FIRST YEAR

101-102-103: Foods and Cookery. This course is a beginning study of foods from the standpoints of composition, nutritive value and place in diet; practice is given in applying principles of cooking to carbohydrates, fats, proteins and foods containing mineral salts, water and vitamins; simple meals are planned, prepared and served, according to the needs and home environment. Special methods of teaching Foods and Cookery are studied.

Open to students electing Course III.

Text: Greer, Textbook of Cooking.

Fee, 50 cents per quarter.

One single and two double periods per week for the session.

111-112-113: Clothing. This course includes the study of cotton and linen; manufacture and character of the fibers, their cost and adaptability in garment-making; a study of the fundamental stitches; of commercial patterns; practice in both hand and machine sewing in the making of undergarments, simple dresses; and methods of teaching Clothing.

Open to students electing Course III.

Fee, 50 cents for the quarter.

One single and two double periods per week for the session.

SECOND YEAR

201-202-203: Foods and Cookery. This course includes a study of the problems of well-balanced meals; and menu-making

for breakfasts, luncheons and dinners. The various methods of preparation and garnishing of foods is emphasized. The different styles of Table Service are used in the actual serving of varied menus for breakfasts, for luncheons, and for dinners. Effort is made to develop initiative and skill of students in applying principles of cookery with successful results. This course includes Home Management.

Open to students who have had Foods and Cookery 101-102-103, or its equivalent.

Lectures, laboratory work and reference reading.

Text: Fannie M. Farmer, Boston Cooking School Cook Book.

Fee, \$1.00 per quarter.

One single and two double periods per week for two quarters.

211-212-213: Clothing. Principles of design are emphasized in the choosing of materials and the selection of patterns, suitable to the wearer and to the occasion. Practice is given in accurate measurements, drafting patterns, economical cutting and fitting. Particular attention is given to the study and use of silks; the adaptability of the finer cotton and silk materials to undergarments and dresses; study of wool and use of woolen materials in making clothing. Millinery in the third quarter.

Open to students who have had Clothing 111-112-113.

Text: Laura I. Baldt, Clothing for Women.

Fee, 25 cents per quarter.

One single and one double period per week for two quarters.

223: Home Nursing. For write-up see Health Education 113.

Three periods per week for the third quarter.

FINE AND INDUSTRIAL ARTS

The field of art is so broad that it cannot be included in the public school curriculum, in its entirety. Certain fundamentals or objectives must be determined upon as a basis for work. The Art School trains the professional artist—the Public School should equip the individual to meet intelligently such problems in art as will confront him regardless of profession or trade. The art courses aim to acquaint the student thoroughly with the principles of art, and at the same time to apply and adapt these principles to public school needs.

We believe that the course of study in art should exist as a "permanent state of mind—a habit or body of habitual practices"—that is, it should be largely an outgrowth of problems that come up and be applied to all things—not so much a set of things to be done, but rather a development of good judgment and cultivated appreciation, so that an ideal is established for doing all things in a fine way.

Fees in this department cover cost of tools and materials used.

The principal reference books used are: Arthur W. Dow, Composition; Ernest Batchellor, Design in Theory and Practice; The Industrial Arts Text-books; The Applied Arts Drawing Books; The Art Course for Chicago Public Schools; Marten, Manual Training Play Problems; Brigham, Box Furniture; Vaughn, Printing and Bookbinding; Frederick Whitney, Black-board Sketching; Pellew, Dyes and Dyeing; White, How to Make Baskets; Cole, Industrial Education in the Elementary Schools; Forman, The Story of Useful Inventions; Katherine E. Dopp, Place of Industries in Elementary Education, The Tree-Dwellers, The Early Cave Man, The Later Cave Men; Ballard, Handwork as an Educational Medium; Johnston, Writing and Illuminating and Lettering; Dillaway, House Planning and Furnishing, Decoration in the School and Home; Cox, Pottery; Binns, The Potters' Craft; Noyes, Handwork in Wood; Brace and Mayne, Farm Shop Work; Bolman, Art in Dress; Ebelien and McClure, The Practical Book of Period Furniture; Bailey, Art Education; Thatcher, The Story of Paper Making, The Story of Books, Simple Soldering; Parsons, Principles of Advertising Arrangement; Reinach, Appollo; Winslow, Elementary Industrial Arts; Rocheleau, Great American Industries Series; Van Loon, The Story of Mankind; Marot, The Creative Impulse in Industry; Spearing, The Childhood of Art; Munsell, A Color Notation; Bonser and Mossman, Industrial Arts for Elementary Schools.

FIRST YEAR

III-112: Fine Arts—Drawing, Design, and Handwork. This course includes a study and application of the principles of design thru line, dark and light, and color to projects arising in the primary and grammar grades. Also a brief study and application of the principles governing representative drawing. Theory and practice of teaching art in the primary and grammar grades, observations and discussions are included.

Two double periods per week for the first and second quarters.
Fee, \$2.00.

Section I for primary group.

Section II for grammar group.

142: Industrial Arts. The subject-matter and projects in this course center about man's needs in the following particulars, viz.: foods; shelter; clothing; utensils; weapons, tools, machinery; records; and how man in the past and present has transformed raw materials into usable products. The subject-matter and projects are adapted to primary and grammar grade needs. Theory and practice of teaching industrial arts in these grades, observations and discussions are included.

One single and two double periods per week for the second quarter.

Fee, \$2.25.

Section I for primary group.

Section II for grammar group.

SECOND YEAR

251-252-253: Art Appreciation. A discussion of the opportunities open to every teacher for teaching art appreciation, including a study of pictures, costs, etc., suited to the grades and high school. A brief survey of the field of art in all ages is also given. A note book of the course is required.

One period per week for two quarters.

Fee, 75 cents.

201-202-203: Advanced Drawing, Design and Handwork. Continuation of Course 111-112.

One single and one double period per week for two quarters.

Fee, \$2.50.

THIRD YEAR

301-302-303: Fine and Industrial Arts Education. Theory and practice of teaching fine and industrial arts in the grades and high school, including aims, place, relation to other subjects, observations and discussions.

Two periods per week for the session.

311-312-313: Design and Freehand Drawing. Study and application of the principles of design thru line, dark and light, color. The emphasis in the third quarter is placed upon costume design.

Three double periods per week for the session.

Fee, \$3.50 for session, or \$1.25 per quarter.

321: Mechanical Drawing. Manipulation and use of drawing instruments, and the making of simple working drawings for problems to be worked out in the shop; drawings of apparatus for experiments in science classes; reading of blue prints.

Three double periods per week for the first quarter.

Fee, \$2.00.

322-323: Industrial Arts. A more comprehensive study of the work covered in Industrial Arts 153. The emphasis is upon problems for the primary and grammar grades.

Three double periods per week for the second and third quarters.

Fee, \$2.50.

331: Lettering and Postermaking. Principles of design applied to posters and lettering. Study of five alphabets; psychology of letters in advertising; practice in handling reed and steel pens and brushes; practical application to posters for school and other uses. Designing and printing on linoleum blocks of Christmas and other cards, title pages, inscriptions and illuminations for college annuals.

Three double periods per week for the first quarter.

Fee, \$2.00.

FOURTH YEAR

401: Analysis of Industries. An analysis of the most important industries, their subdivisions—essential processes and problems of educational value—training required for each occupation, wage returns and opportunities for advancement in each with a view to vocational guidance.

Two periods per week for the first quarter.

402-403: History of Art. An appreciative study of painting, sculpture, architecture and the minor arts in historical development.

Two periods per week for the second and third quarters.

411-412-413: Design and Freehand Drawing. A continuation of the course begun in the third year, with more attention to creative work and a better technique. Designs for problems in Industrial Arts will be worked out in this class.

Three double periods per week for the session.

Fee, \$3.50, or \$1.25 per quarter.

421-422-423: Industrial Arts. A continuation of course 322-323. Emphasis upon problems for the high school.

Three double periods per week for the session.

Fee, \$3.75.

431: Clay Modeling. Mixing of clay—possibilities of native clays—modeling of tiles and panels using incised lines, manipulated surface and low relief—simple objects in the round—mould making—glazing—stacking and firing kilns.

Two double periods per week for the first quarter.

Fee, \$2.00.

432-433: Home Furnishing. Principles of design and color harmony applied to the home—exterior appearance—interior arrangement and furnishings, including a study of wall treatments, floors, woodwork, furniture, hangings, textiles, pictures and other decorations.

Two double periods per week for the second and third quarters.

Fee, \$2.00.

Total fees for students specializing in this department will not exceed \$10.00 for the session.

MUSIC

The department offers two courses:

(a) A course meant to provide comprehensive training for teachers who teach public school music in the grades.

(b) A course which treats of the professional, historical, literary and aesthetic side of music, and which is intended for those students who wish to become supervisors of public school music.

101-102-103: Teacher's Graded Course. This course is intended for beginners. In order to complete the work the student must be able to sing at sight, individually suitable music for the first five grades.

101: Music. This course comprises the work of the first three years in the grades.

Material: Dann, First Year Music; Third Year Music; Manual of Dictation, Book I; Music Writing Book, Number I.

Two periods per week for the first quarter.

102: Music. This course is a continuation of Music 101, and covers the work of the fourth and fifth grades.

Material: Dann, Fourth Year Music; Fifth Year Music; Manual of Dictation, Book II; Music Writing Books, Numbers II and III.

Two periods per week for the second quarter.

103: Music. This course is a continuation of Music 102, and covers the work of the sixth grade.

Material: Dann, Sixth Year Music.

Two periods per week for the third quarter.

The method of presenting the various phases of the work in the grades is taken up when the different subjects are introduced.

SECOND YEAR

211-212-213: Advanced Music. The following are some of the topics for consideration: Classification of Voices, The School Chorus, the Glee Club, the Quartet, the Trio, the Changing Voice and Methods for Caring for Same, Materials Suitable for High School purposes, Chorus Conducting, Orchestra Conducting.

Two periods per week for two quarters.

251-252-253: Music Appreciation. This course provides a general knowledge of history of Music. The teaching of music appreciation in the grades is studied. A notebook in connection with the course is a requirement.

One period per week for the third quarter.

Fee, 50 cents.

Chorus. Chorus singing is required of all students who can sing.

Material: NeCollins, Glee and Chorus Book.

One period per week for the session.

Glee Club. The members of the Glee Club are selected by the director.

One period per week for the session.

Senior Quartet. The members of the Quartet are selected from the Glee Club.

One period per week for the session.

Junior Trio. The members of this organization are selected from the Glee Club.

One period per week for the session.

Toward the close of the year a concert is given by the organizations in the department of Music. Preparation for the concert is made in regular class time.

Credit on a laboratory basis is allowed for Glee Club, Trio, and Quartet work, when faithfully pursued for the year.

Practice Teaching. Students do practice teaching in Music in the city or rural training schools under the supervision of the department.

PIANO

The entire work is based upon the Progressive Series of Piano Lessons, edited by such international authorities as Leopold Godowsky, Josef Hoffman, Emil Sauer, Edgar Stillman Kelly, and others. The Progressive Series of Piano Lessons covers the fundamental principles of the theory of music and piano-playing in a thoroughly correlated manner, and is the text on which the work is operated.

Graduates in this department are credited with work done here, and admitted to advanced standing in the leading conservatories and universities of the country. Since Progressive Series teachers are required to meet certain standards, the pupils of such teachers in the State will be credited in this institution with the work done under them.

121-122-123: The scope of the work for the first year is as follows: the first eighteen theory lessons of the Progressive Series, major scales, ear training, technical exercises and studies and compositions, one of which is to be memorized during the year.

Two periods per week for the session.

221-222-223: The second-year requirements in piano are as follows: the second eighteen theory lessons, major and minor scales, ear training continued, technical exercises and studies and compositions, two of which must be memorized during the year.

Two periods per week for two quarters.

For further Piano work see third and fourth year courses under Music.

VOCAL MUSIC

131-132-133: This course provides individual voice training and class-wise instruction in same. Correct posture, breathing, tone production, diction are studied.

At least one to two recitals are given each quarter.

Two half-hour periods of class work per week, plus one-half hour daily practice.

231-232-233: Vocal Music. Same as Vocal Music 131-132-133 except of a more advanced character.

Two half-hour periods of class work per week, plus one-half hour daily practice.

THIRD YEAR

301-302: History of Music and Current Events. Outlines of Music and Musicians from the earliest musical attempts to the present time. Supplementary reading outlined. The various types of composition are illustrated by the use of the talking machine. A continuous course requiring two quarters for completion. It is necessary for the student to be familiar with current events.

Material: Stanford and Forsyth, *A History of Music*; *Musical America* is used as a text for the study of current events.

Three periods per week for the first and second quarters.

303: Principles of Teaching and Practice Teaching. The aim of this course is to apply pedagogical and psychological principles to the teaching of music. One class period per week will be devoted to lectures, model lessons, discussion and assignments of lesson plans and various special topics. Two periods per week will be devoted to practice teaching in the elementary and high schools.

Material: Hollis Dann Manual for Teachers and Hollis Dann Series (Complete Set).

Three periods per week for the third quarter.

311: Elementary Harmony and Theory. Construction of major, minor, and chromatic scales, tetrachords, key signatures, technical names of scale tones, intervals, analysis and location of triads, inversion of triads, cadences, simple four voice harmony.

Material: Gherkins, *Notation and Terminology of Music*; Anderson, *First Forty Lessons in Harmony*.

Three periods per week for the first quarter.

312: Harmony and Melody. A continuation of the study of harmony and work in original melody writing and composition.

Material: Alchin, Applied Harmony.

Three periods per week for the second quarter.

313: Dictation. Writing, from hearing, one, two, three, and four part exercises.

Three periods per week for the third quarter.

321-322-333: Sight Reading I-II. This course includes an intensive study from the supervisor's standpoint of the music for the primary and grammar grades.

Two periods per week for the session.

331-332-333: The third-year requirements are the third eighteen theory lessons, all major, minor and chromatic scales, ear training, sight reading, memorizing, studies and compositions.

Two periods per week for the session.

341-342-343: This course provides individual voice training and class-wise instruction in same. Correct posture, breathing, tone production, diction are studied.

At least one to two recitals are given each quarter.

Two half-hour periods of class work per week, plus one-half hour daily practice.

FOURTH YEAR

401-402: Appreciation. The object of the course is to give careful consideration to the teaching of musical appreciation through the grades and high school; the work begins with the first grade.

Three periods per week for the first and second quarters.

403: Voice Training. Class-wise instruction in voice training, leading to efficient solo work.

Three periods per week for the third quarter.

411-412-413: Advanced Sight Reading. This course is a continuation of the sight reading course of the third professional year.

Two periods per week for the session.

421: Sight-Reading, Piano. The aim of this course is to make the student proficient in reading at sight music of the character used in elementary and high schools. It is studied from the standpoints of both the supervisor and the accompanist.

422: Accompanying. An intensive study of the art of accompanying both groups and individuals.

Three periods per week for the second quarter.

423: Conducting. The special teacher of music should have the ability to conduct a chorus or orchestra in the classroom or at a public performance, and instruction along this line is offered, including practice in conducting.

Three periods per week for the third quarter.

431-432-433: The fourth-year requirements include the fourth group of theory lessons, all major, minor and chromatic scales, arpeggios ear training, sight reading, transposition, polyphony, and compositions in larger form. The memory work includes one sonata.

The work in theory includes notation, history, harmony, and form and analysis. The application of the theory to the practical work is accomplished through ear training, sight reading, transposition, memorizing, and interpretation. Students who have completed the four years of piano work may return for post-graduate work in collegiate grades.

Two periods per week for the session.

441-442-443: Vocal Music. Same as Vocal Music 131-132-133 except of a more advanced character.

Two half-hour periods of class work per week, plus one-half hour daily practice.

PHYSICAL EDUCATION

The purpose of this course is threefold: (1) To give the student such exercise as will enable her to secure and conserve her own health by intelligent attention to the laws of health and hygiene, and to aid her by habits of exercising thus acquired to keep her body in the best physical condition possible; (2) To correct in so far as possible faults of posture and physical defects; (3) To acquaint the prospective teacher with enough theory of physical education and playground management to enable her to teach the subject.

FIRST YEAR

101: Songs and Games, Stories and Rhythmic Plays. In the Junior year the work is almost entirely practical, although time is taken to study and discuss the value of games, plays and exercises in the natural order of progression from Primary Grades to Junior High School. During the first quarter the work consists of story plays, singing games, rhythmic plays, simple ring games

and management of primary grades on schoolroom floor and playground. Seasonal and occupational story games and plays. Lessons are planned and taught. A notebook is required.

Texts: Bancroft, Games for the Playground, Home, School and Gymnasium. Stecher, Rhythmic Action, Plays and Games. State Course of Study in Physical Education, etc.

Three periods per week for the first quarter.

102: Physical Education. This quarter is devoted to Physical Education suitable for grammar grades. Swedish Exercises are introduced, simple folk dances, competition games for schoolroom and playground, marching, some light and heavy apparatus work, adaption of games to teaching other subjects and athletics suitable for grammar grades. Posture tests. Lessons planned and taught. A notebook is required.

Texts: Bancroft, Games for the Playground, Home, School and Gymnasium; Crompton, Folk Dances; Burchenal, Folk Dances; Hill, Swedish Exercises.

Three periods per week for the second quarter.

103: Physical Education. Athletics. This course is intended for High School Work. Formal floor work, athletics, folk dances, field and track work, relief and recreational exercises, higher forms of class management on floor and playground, more difficult types of Swedish Lessons, marching tactics, light and heavy apparatus. Lessons are planned and taught. Notebook required.

Texts: Same as above.

Three periods per week for the third quarter.

SECOND YEAR

PRIMARY GROUP

201-202-203: In the second year the point of view changes, and physical education is studied from a professional standpoint. Floor work is required, but time is taken to discuss the advantages of the exercises, their aim, order, and progression. Material and methods are given the student which will be practical for their own teaching.

201-202: Educational Gymnastics. The subject is viewed as to the physical and educational effects. The need of more freedom and recreation in the schoolroom is stressed. Rules for conducting recreation in the room, quiet games, etc. Rules for sitting,

rising, and class management. Special Holiday and seasonal plays for primary grades. Lessons planned and taught. Notebook required.

Texts: Skarstrom, Educational Gymnastics; Bancroft, Physical Education in the Primary Grades, etc.

Three periods per week for the first quarter. Repeated for the second quarter.

203: Educational Gymnastics. Continuation of study of educational gymnastics. Playground work, including the construction of playgrounds and playground apparatus suitable for small children. Combining physical education with other subjects. Lessons are planned and taught. Notebook required.

Texts: Same as above.

Three periods per week for the third quarter.

GRAMMAR GRADE GROUP

201-202: Educational Gymnastics. Plays and Games. Higher forms of class management than primary grades. Changing and separating according to height and necessary floor space. Value and effect of Swedish free-hand exercises according to age and group. Value of organized games. Selection of easy folk dances, games for schoolroom and playground. Lessons planned and taught. Notebook required.

Text: Skarstrom, Educational Gymnastics.

Three periods per week for the first quarter. Repeated for the second quarter.

203: Educational Gymnastics and Games. Continuation of above outlined work with introduction of light and heavy apparatus, especially light apparatus that can be used in the schoolroom. Selection of Swedish exercises and athletics for grades. Planning of exhibitions, festivals, and field day. Lessons planned and taught. Notebook required.

Text: Same as above.

Three periods per week for the third quarter.

HIGH SCHOOL GROUP

201-202: Educational Gymnastics and Athletics. In this course the needs of athletics in high schools forms the basis for study. Athletics and athletic tests and records for boys and girls are studied. Floor work is required. In addition to formal floor work, the types and progression of gymnastics for high school

use are studied. Light and heavy apparatus, construction of balance beams, horizontal bars, hurdles, and other playground apparatus. Lessons planned and taught. Notebook is required.

Texts: Skarstrom, Educational Gymnastics; Posse, Special Kinesiology. Health by stunts, Pearl and Brown.

Three periods per week for the first quarter. Repeated for the second quarter.

203: Educational Gymnastics and Athletics. Students are given opportunity to observe and try out methods. Second year students conduct badge contest, including program, etc. Standing and running broad jump, running high jump for form, making of running track and jumping pit, etc. Pageants, exhibitions, etc., suitable for High School. Notebook required.

Texts: Same as above.

Three periods per week for the third quarter.

203: Health Education. Hygiene and Physical Inspection. For description of course see Health Education 112.

Three periods per week for the third quarter.

THIRD YEAR

The third year is devoted to standard fundamental training, developing physical soundness and proficiency, bringing out personality and poise, establishing the habit of successful productive study and work, and laying a professional foundation. The physical improvement of the student is expected to be of a high order. The third year is the year of personal development.

301-302-303: Games and Athletics. This course is for all third year student not majoring in Physical Education. These students will join classes in Physical Education with first and second year classes on Athletic Day of each class. Basketball, indoor baseball, hockey, tennis, soccer, track, and field work are taught in this course. Some coaching of the above, mass games suitable for different grades, ages also taught.

Two hours per week for the session.

311-312: Pageantry. A course in the theory of recreational service to a community. Pageant and festival for school, church, and community center. Community center problems, management, entertainments, social evening games, chaperonage and discipline. Pageants are written and presented.

Two hours per week for first and second quarters.

313: Playground and Theory of Play. The different play theories, value of same. The playground unit, its various types and applications with school, church, park, factory, and municipal organizations.

Two hours per week for third quarter.

321-322-323: Anatomy and Kinesiology. A fundamental course, designed to give a thorough acquaintance with the structure of the body, and detailed knowledge of the structure and organs which are of especial concern to the physical trainer. Hence, the heart, circulation, digestive organs, the skeleton, joints, ligaments and muscles receive special consideration. Charts and models are used. A notebook is required.

Gray's Anatomy and Poses's Special Kinesiology are used for reference.

Three hours per week for the session.

331: Construction and Equipment. The construction of apparatus for playgrounds, installation and use of apparatus, swimming pool, showers, lockers. Care of all equipment, construction and equipment of gymnasium, playgrounds and pools.

Two periods per week for first quarter.

341-342: History and Principles of Physical Education. A study of the origin, relation of the purposes, ideals and modes of physical training, and the physical life of the ancient, mediaeval, and modern periods. The influence of various social and political forces upon physical training in the past and present. Notebook is required.

Text: Fornard, History of Physical Education.

Three periods per week for first and second quarters.

343: Physiology. A course on the working and function of the human body, with particular reference to the relationship of the various body processes to muscular exercise, respiration, digestion, circulation, metabolism, the nervous system, organs of secretion and excretion. Personal, school, and industrial hygiene.

Text-book: Huxley, Physiology.

Three periods per week for the third quarter.

351-352-353: Practical Work. Fundamental training of the students in commands, accuracy, co-ordination, alertness and precision; class formations for various conditions; posture tests, and individual corrective work. Free-hand and hand apparatus, wands, dumb-bells, simple movements for accuracy and inhibition,

grace and isolation. The recreational side of games, dance, singing games, embracing particularly folk dances and games for elementary schools. Simple group and individual games, running and throwing games, Swedish gymnastics and simple apparatus work. Baseball, basketball, field and track, and swimming.

Three periods per week for the session.

FOURTH YEAR

401-402-403: Educational and Corrective Gymnastics. The meaning, purposes, and message of physical education defined. The physiology and psychology of different exercises. A study of the active and passive exercises, localization and regulation, good posture, the theory of commands, class and floor formation, physical education and mental development, underlying neuronic factors, alertness, precision, discipline, and the Swedish method.

Text-books: Skarstrom, Rath.

Three periods per week for first and second quarters.

403: Camp Craft. History and origin of camp-fire and scouting organizations. Hikes, outings, camp fires, etc., conducted in connection with Hiking Club.

Two hours per week for third quarter.

411-412: Physical Diagnosis and Anthropometry. The purpose of physical examination and measurement, equipment needed, records, history cards. A study of characteristics, and tendencies to disease of different ages—infancy, early childhood, prepubertal, adolescence, early adult, adult and old age. No text-books used, but notebook required.

Three periods per week for the first and second quarters.

413: Systems and Organization. The organization and management of athletic associations and teams, advertising, tickets and admission to games, collection of receipts, programs. The physical director's office, keeping records, attendance, credits for class work of various kinds, absences, excuses; athletic individual records, athletic class records, point systems, official rules. Notebook required. Textbook.

Three periods per week for the third quarter.

421: Practical Massage. History of massage, methods and means of applying treatment.

Text: Missen, Practical Massage and Corrective Exercises.

Two periods per week for first quarter.

422: Physiology of Exercise. Mechanical efficiency of the body; effects of exercise on respiration, circulation; study of fatigue and exhaustion.

Text-books: Bowen, McKenzie.

Two periods per week for second quarter.

423: Hygiene. This is an advanced course in personal Hygiene and home, school, and community sanitation. It is closely correlated with the course in Physiology and is intended to fit individuals for more extensive health service and teaching of Hygiene in the schools.

Three periods per week for the third quarter.

431-432-433: Practical Work. Interpretive dancing. The dance in its relation to life, experiences and emotions. The dance as a description of events, advanced gymnastics—both Swedish and German—free-hand and heavy, drills—the use of bounding balls, rings and poles. Athletics and coaching, basketball tactics, acting as officials, practice in preparation for an athletic meet, badge contests.

Four periods per week for the session.

HEALTH EDUCATION

101: Health Education. Hygiene and Physical Inspection. The emphasis upon the principles of hygiene and sanitation is of interest to the teacher in the school, the home, and the community. The human body and its functions. The personal life in diet, sleep, exercise, and fatigue; the growing child in the schoolroom; bacteria and disease, and diagnosis of diseases apt to occur in the schoolroom; physical inspection, communicable diseases and their control; preventive medicine and first aid are among the topics treated. The broader aspects of the teacher in the community, and community health and sanitation are also considered. Constant reference is made to texts on various subjects treated in the classroom. Pamphlets from the State Board of Health.

Three periods per week for the first quarter.

103: Health Education. Hygiene and Physical Education. Same in content and time as Health Education 101.

Three periods per week for the third quarter.

113: Home Nursing. The aim of this course is to give a few of the most helpful suggestions on the home care of the sick. It is not designed to fit anyone sufficiently to permit her to become either a registered or trained nurse or attendant. This course also aims to help in the conservation of child life by teaching child care and feeding.

Three periods per week for the third quarter.

COMMERCIAL EDUCATION

The purpose of the courses in Commercial Education is to train teachers of commercial subjects. It includes not only subject-matter and business training, supplemented by practical business experience, but also courses in methods of teaching commercial subjects in the high school, and practice teaching.

FIRST YEAR

101-102-103: Bookkeeping. The basic principles of book-keeping are presented and emphasized by concrete drill. The subject-matter includes the theory of debits and credits; journalizing and posting; use of special journals, such as sales book, purchases book and cash book; the balance sheet, profit and loss statement and closing entries.

Two periods per week for the session.

111-112-113: Shorthand. Gregg Shorthand. Mastery of the principles of the system as outlined in the Manual and in Gregg Speed Studies. Particular emphasis is placed upon correct outlines and the application of the principles in efficient word-building. At the end of the year students are expected to write from dictation at the rate of sixty words a minute, and to transcribe from shorthand notes.

Five periods per week for the session.

121-122-123: Typewriting. The first quarter of the typewriting course is devoted to the development of the proper technique and a thorough mastery of the keyboard. Students are taught the various parts of the typewriter and the care of the machine. During the third quarter speed tests are given each week, and the following subjects are taught: arrangement of business letters, making carbon copies, addressing envelopes, centering, tabulating, etc.

Five periods per week for the session.

131: Business Arithmetic. For description of course, see Mathematics III.

Three periods per week for the first quarter.

SECOND YEAR

211-212-213: Accounts. Study of partnership and corporation problems, including the conversion of partnerships into corporations. The opening of books for different types of enterprises is considered, together with problems of valuation, depreciation, surplus, reserves, and manufacturing costs. Special attention is given to financial statements and reports. Ample laboratory practice is provided throughout the course.

Three periods a week for the session.

221-222-223: Shorthand. The aim of this course is to develop the shorthand speed of the student. Emphasis is placed upon the development of a shorthand vocabulary. The course includes review of the principles, with special attention to phrasing and the rapid execution of word signs. The greater part of the time is devoted to dictation of varied types of matter. Daily transcripts.

Five periods per week for the session.

231-232-233: Typewriting. Emphasis is placed upon the development of speed, with accuracy. Transcription of shorthand notes forms an essential part of the work. In addition, much practice is afforded in tabulating, legal work, business forms, etc. The work in typewriting, as well as in shorthand, is made to conform as much as possible to actual office conditions. Standard speed tests are given weekly.

Five periods per week for the session.

243: Commercial Law. An inductive study of the legal principles underlying the contractual relations of business dealings. The broad basis of law and its need in the social and economic scheme of things is followed by a study of the more technical principles involved in the laws concerning contracts, selling of goods, instruments of credits, bailment, agency, employer's liability, partnerships, corporations, ownership of real estate.

Three periods per week for the third quarter.

THIRD YEAR

301-302-303: Shorthand-Typewriting. An advanced course in shorthand and typewriting. A continuation of second-year shorthand and typewriting, with the object of securing increased speed and facility.

Four periods per week for the session.

321: Office Training. This course aims to give the equivalent of actual experience in the business office, and to familiarize the student with the details of office work. Instruction is given in the handling of incoming and outgoing mail, the taking of dictation, use of telephone, office reference books, telegrams, cablegrams, commercial forms, filing, cataloguing, stencils, operation of the mimeograph, adding and calculating machines, addressograph, and other office devices.

Three periods per week for the first quarter.

322: Office Training. Through the co-operation of the business men in the city of Fredericksburg, an opportunity is given to the students to obtain practical experience in the business offices of the city under the supervision of the commercial teacher-training department.

Six periods per week for the second quarter.

323: Office Training. Continuation of Office Training 321. Principles of scientific management applied to office work. Study of office management—equipment, layout, planning, job analysis, measurement of work, etc.

Three periods per week for the third quarter.

FOURTH YEAR

401: Principles of Advertising. This is a study of advertising in its relation to modern business activities. It includes a general survey of the various departments of advertising work, including the most important principles entering into the writing of copy, with practice in their application together with analysis of typical illustrative specimens. Various kinds of marketing problems are also studied from the advertising standpoint and copy constructed to fit the requirements. Special attention is given to newspapers, magazines, and other media of advertising.

Three hours per week for the first quarter.

402: Business Organization and Management. This course is a brief survey of modern methods of efficient organization, including the study of organization charts, methods of financing an enterprise, selecting a site, purchasing, selling and advertising, problems of management, wages, hours, sanitation, welfare, etc. Frequent class discussions are based upon required readings in current literature and periodicals.

Three periods per week for the second quarter.

403: Money and Banking. This course aims to give the student a knowledge of the principle forms of money and credit in current use, and the fundamental principles of banking. A study of the various forms of banking institutions is included.

Three periods per week for the first quarter.

411-412-413: Shorthand - Typewriting. A continuation of Shorthand-Typewriting 301-302-303.

Four periods per week for the session.

Class of 1923-1924

SENIOR I

Anderson, M. Parke	Kasakoff, Rosa
Ashburn, Susie Kate	Kritzer, Lottie
Bailey, Dorothy Jarratt	Lawrence, Elizabeth V.
Boyd, Virginia H.	Lee, Virginia
Broadus, Margaret Henshaw	Levy, Rebecca
Cole, Elizabeth	Louder, Dorothy
Deputy, Grace A	Mears, Mary
Dickinson, Elizabeth	Miller, Elizabeth Marie
Dillard, Ruby	Morecock, Bernice
Dillard, Ruth	Perry, Martha
Dodson, Gladys Louise	Rainey, Mildred
Edmondson, Louise	Risheill, Susan
Edwards, Eva	Roberts, Grace
Fisher, Catherine M.	Sale, Estelle
Goldstein, Hattie	Seward, Ruby
Guinn, Gladys	Smith, Josephine Lee
Hawes, Nell M.	Taylor, Alberta
Jackson, Rose	Thacker, Estelle
Jennings, Frances	Wood, Hazel
Jones, Mildred	Wood, Nellie
	Wright, Bettie

SENIOR II

Barlow, Doris Wilmurth	Powell, Helen
Blake, Annie Hundley	Price, Nell Douglas
Clynes, Mary Elizabeth	Rector, Mary Louisa
Crim, M. Ruth	Smith, Lillian
Dratt, Ruby	Sparrow, Evelyn
Dunlop, Eva Auxilla	Taliaferro, Fannie
Hale, Mellinee S.	Walker, Doris
Hitt, Viola B.	Walker, Lucy Wallace
Jackson, Helen	Webb, Lucetta
Lubkovitz, Rose	West, Frances Lee
Phillips, Ava	Williams, Virginia

SENIOR III

Anderson, Sadie A.	Jenkins, Mabel
Belle, Ruth T.	Jeter, Mary L.
Blue, Helen Howison	Johnson, Ruby Blanche
Boyle, Ilva	Kube, Mary T.
Brooks, N. Margaret	Matthews, Maggie Lee
Carneale, Doris	Micks, Magruder
Clift, Elizabeth	Miller, Betty Teel
Coates, Katherineene	Moody, Camilla
Connell, Hazel	Mothershead, Lillie
Dickinson, Bessie Byrd	Otley, L. Dorothy
Frasier, Eliza Fletcher	Parr, Sara John
Gordon, Elizabeth Lindsay	Payne, Ernestine L.
Gouldin, Katherine Wayne	Shipp, Louise E.
Harlow, Myrtle E.	Soltes, Elizabeth
Holloway, Fannie	Steuart, Louise
Hooper, Kathryn Ellis	Talley, Ella Elisabeth
Hutt, Florence	Tobin, Ellen Mason

SENIOR IV

Brauer, Hildah	Haught, June
Brockley, Helen L.	Pomeroy, Florence
Burton, Julia	Rogers, Irene
Campbell, Ertelle	Ruff, John M.
Edwards, Florence E.	Weedon, Marian M.
Fitts, Florence	

SENIOR V

Adams, Kathryn M.	Lewis, Luray
Bulman, Mabel	Peyton, Louise
Chiles, Dorothy	Pulleyn, Elizabeth
Hodges, Annie Mae	Snouffer, Willie Morris
Kessler, Esther	Wootten, Edith B.

DEGREE CLASS—THIRD YEAR

Abbitt, Frances E.	Lightner, Mary E.
Bell, Irma Franklin	Marshall, Evelyn
Bivens, Willie	Murray, Anne
Harrison, Page	Sinclair, Indie L.

DEGREE CLASS—FOURTH YEAR

Coates, Molly	Lewis, Leah Arden
Norris, Sally H.	

SPECIAL ADVANCED STUDENTS

Beck, Emma Gladys	Hayes, Elinor L.
Kimman, Charlotte A.	Wirt, Betty G.

Register of Professional Students

SESSION 1923-24

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Abbitt, Frances E.	Newport News	Warwick
Adams, Kathryn M.	Alexandria	Arlington
Allen, Hannah Briggs	Wakefield	Sussex
Alsop, Doris K.	Rayo	Spotsylvania
Alvis, Lucille	Corbin	Caroline
Amory, Mazie	Grafton	York
Anderson, M. Parke	Covington	Alleghany
Anderson, Sadie A.	Hampton	Elizabeth City
Ashburn, Susie Kate	Newport News	Warwick
Bailey, Dorothy Jarratt	Scottsburg	Halifax
Barlow, Doris	Woodford	Caroline
Barnes, Minnie	Sutherlin	Halifax
Bassett, Elizabeth	Norfolk	Norfolk
Bear, Elizabeth H.	Elkton	Rockingham
Beard, Doris E.	Middlebrook	Augusta
Beck, Emma Gladys	Petersburg	Dinwiddie
Bell, Irma Franklin	Fredericksburg	Spotsylvania
Belle, Ruth T.	Hampton	Elizabeth City
Berlin, Belle	Norfolk	Norfolk
Bevan, Pratt	Weedonville	King George
Billingsley, Lucy	Lignum	Culpeper
Biscoe, Virginia	Fredericksburg	Spotsylvania
Bivens, Willie	Wingate	North Carolina
Blake, Annie H.	Kilmarnock	Lancaster
Blanton, Catherine	Newport News	Warwick
Blaydes, Ruby Lee	Guinea	Caroline
Blue, Helen	Romney	West Virginia
Boggs, Mary A.	Melfa	Accomac
Booth, Willie Lee	Portsmouth	Norfolk
Boswell, Judith	Barhamsville	New Kent
Boyd, Virginia	Roanoke	Roanoke
Boyle, Ilva	Hyacinth	Northumberland
Bracey, Louise	Brodnax	Brunswick
Bradshaw, Aileen Johnson	Windsor	Isle of Wight
Bradshaw, Lois M.	Coan	Northumberland
Brauer, Hildah	Fredericksburg	Spotsylvania
Bray, Mazie Helen	Avalon	Northumberland
Broadbuss, Margaret	Newtown	King and Queen
Brockley, Helen	Hampton	Elizabeth City
Brooking, Allien	Orange	Orange
Brooking, Lou Keesee	Orange	Orange
Brooks, Fannie	Cumnor	King and Queen
Brooks, N. Margaret	Woodford	Caroline
Brown, Eloise G.	Lynchburg	Campbell
Bulman, Mabel	Wachapreague	Accomac
Bunting, Irma Virginia	Odd	York

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Burton, Julia	Stevensburg	Culpeper
Butler, Virginia	Reidsville	North Carolina
Campbell, Ertelle	Penola	Caroline
Campbell, Esther	Knopf	Caroline
Campbell, Pearl L.	Knopf	Caroline
Canady, Mrs. Ruth J.	Fredericksburg	Spotsylvania
Carlton, Ruby	Dunnsville	Essex
Carmel, Miriam	Phoebus	Elizabeth City
Carneale, Doris	Supply	Essex
Carpenter, Madolyn	Fort Monroe	Elizabeth City
Cathell, Virginia	Moncure	North Carolina
Chandler, Dorothy	Onancock	Accomac
Chappell, Charlotte	Lykesland	South Carolina
Chase, Mildred	Onancock	Accomac
Chenault, Rachel	Newton	King and Queen
Childress, Dorothy	South Boston	Halifax
Chiles, Dorothy	Fredericksburg	Spotsylvania
Chinn, Esther D.	Fredericksburg	Spotsylvania
Clark, Marion	Phoebus	Elizabeth City
Clark, Ruth	Newport News	Warwick
Clift, Elizabeth	Fredericksburg	Stafford
Clynes, Mary Elizabeth ..	Nicholasville	Kentucky
Coates, Katherineene	Oak Grove	Westmoreland
Coates, Molly	Oak Grove	Westmoreland
Cole, Elizabeth	Crewe	Nottaway
Cole, Maggie Lee	Baskerville	Mecklenburg
Compton, Edith	Amissville	Rappahannock
Connell, Hazel	Norfolk	Norfolk
Copeland, Florence	Hampton	Elizabeth City
Crim, M. Ruth	Hillsboro	Loudoun
Crismond, Elizabeth	Spotsylvania	Spotsylvania
Cross, Elizabeth	Fredericksburg	Spotsylvania
Cunningham, Anne	Fredericksburg	Spotsylvania
Curtis, Agnes Grigg	Hampton	Elizabeth City
Curtis, Roselyn	Hampton	Elizabeth City
Dare, Anna Belle	Chancellor	Spotsylvania
Davis, Marion	Sharps	Richmond
Davis, Virginia	Woodstock	Shenandoah
Day, Kathryn	South Bend	Indiana
DeLano, Happuch	Oldhams	Westmoreland
Deputy, Grace	Waynesboro	Augusta
Dickerson, Florence	Massaponax	Spotsylvania
Dickinson, Bessie Byrd ..	Fredericksburg	Spotsylvania
Dickinson, Elizabeth	Fredericksburg	Spotsylvania
Diggs, India	Portsmouth	Norfolk
Dillard, Ruby	Fredericksburg	Spotsylvania
Dillard, Ruth	Fredericksburg	Spotsylvania
Dodson, Gladys	Senora	Lancaster
Doughtie, Jessie	Franklin	Southampton
Dratt, Ruby	Woodford	Caroline
Dreifus, Henrietta	Alexandria	Fairfax
Duncan, Eva Warde	Belle Haven	Accomac
Dunkley, Hamner	Onancock	Accomac
Dunlop, Eva	Spring Grove	Surry

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Dunlop, Frances Anne.....	Spring Grove.....	Surry
Dunn, Ethel.....	Baskerville.....	Mecklenburg
Drydon, Mary.....	Poquoson.....	York
Dyson, Gladys Mae.....	Edgar.....	Caroline
Eberly, Nettie Virginia.....	Elko.....	Henrico
Edmondson, Louise.....	Newport News.....	Warwick
Edwards, Eva.....	Dare.....	York
Edwards, Florence.....	Owenton.....	King and Queen
Ellison, Julia.....	Heathsville.....	Northumberland
Evans, Ellen Cope.....	Lane View.....	Essex
Ewell, Margaret.....	Parksley.....	Accomac
Farinholt, Grace.....	Contra.....	King and Queen
Fisher, Catherine.....	Logan.....	West Virginia
Fitts, Florence.....	Richmond.....	Henrico
Fleming, Emily.....	Norfolk.....	Norfolk
Fogg, Jane Elizabeth.....	Owenton.....	King and Queen
Forrest, Bettie.....	Messick.....	York
Fox, Ellen Pierce.....	Newport News.....	Warwick
Fox, Wanda.....	Orange.....	Orange
Frasier, Eliza.....	Upperville.....	Fauquier
Fromm, Mary Krieg.....	Elizabeth.....	New Jersey
Frothingham, Helen.....	Hampton.....	Elizabeth City
Garner, Verle.....	Baskerville.....	Mecklenburg
Giannotti, Grace.....	Hampton.....	Elizabeth City
Godsey, Ethel.....	Nandua.....	Accomac
Goldstein, Hattie.....	Portsmouth.....	Norfolk
Goldsworthy, Alice M.....	Alexandria.....	Arlington
Goodloe, Kathleen.....	Fredericksburg.....	Spotsylvania
Gordon, Elizabeth.....	Stafford.....	Stafford
Gossom, Pauline.....	Waterfall.....	Prince William
Gouldin, Katherine.....	Fredericksburg.....	Stafford
Gray, Elsie Lee.....	Smoots.....	Caroline
Greene, Della.....	Hallieford.....	Mathews
Greene, Pauline.....	Hallieford.....	Mathews
Gregory, Hilda.....	Craddockville.....	Accomac
Griffin, Miree.....	Jarratt.....	Sussex
Guinn, Gladys.....	Culpeper.....	Culpeper
Gwaltney, Mildred.....	Windsor.....	Isle of Wight
Hale, Mellinee S.....	Village.....	Northumberland
Hall, Olive.....	Richmond.....	Henrico
Hamburg, Lena A.....	Norfolk.....	Norfolk
Hank, Dorothy.....	Norfolk.....	Norfolk
Hanner, Electa Price.....	Keysville.....	Charlotte
Hansford, Moss.....	Spotsylvania.....	Spotsylvania
Harding, Dorothy.....	Irvington.....	Lancaster
Harlow, Myrtle.....	Elmont.....	Hanover
Harmon, Elizabeth.....	Wachapreague.....	Accomac
Harper, Grace Mae.....	Harpersville.....	Warwick
Harrison, Page.....	Deal.....	Prince George
Harwood, Bessie.....	Appomattox.....	Appomattox
Hatchett, Mattie.....	Roxboro.....	North Carolina
Haught, June.....	Rixeyville.....	Culpeper

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Hawes, Nell	Lynchburg	Campbell
Hayes, Elinor L.	Rollins Fork	King George
Headley, Council	Sharps	Richmond
Hearn, Lucy	Fredericksburg	Spotsylvania
Helm, Marie	Midland	Fauquier
Henry, Lois V.	Victoria	Lunenburg
Hite, Lucy	Alton	Halifax
Hite, Nannie	South Boston	Halifax
Hitt, Viola	Stevensburg	Culpeper
Hobson, Lucy Gertie	Dendron	Surry
Hodges, Annie Mae	Petersburg	Dinwiddie
Holloway, Fannie	Portsmouth	Norfolk
Hooper, Kathryn	Maryton	Caroline
Hope, Elizabeth	Mableton	Hanover
Hundley, Frances Booth	Centre Cross	Essex
Hutt, Florence	Montross	Westmoreland
Jackson, Helen	Chase City	Mecklenburg
Jackson, Rose	Chase City	Mecklenburg
James, Eleanor	Waterford	Loudoun
James, Myrtice	Irvington	Lancaster
Jenkins, Mabel	Montross	Westmoreland
Jennings, Frances	Richmond	Henrico
Jester, Mary Elizabeth	Alexandria	Arlington
Jeter, Mary	Penola	Caroline
Johnson, Lena	Woodford	Caroline
Johnson, Blanche	Waxpool	Loudoun
Jones, Mrs. Eva K.	Richmond	Henrico
Jones, Gertrude Turner	Powcan	Essex
Jones, Mildred	North	Mathews
Juren, Sarah	Norfolk	Norfolk
Justice, Lillian	Brink	Greensville
Kasakoff, Rosa	Portsmouth	Norfolk
Kay, Lucy Ellen	New London	Caroline
Kessler, Esther	Newport News	Warwick
Kessler, Kathleen	Newport News	Warwick
Kidd, Dollie	Newtown	King and Queen
Kimman, Charlotte A.	McHenry	Spotsylvania
Kingsolver, Alice	Clarendon	Arlington
Kritzer, Lottie	Newport News	Warwick
Kube, Mary	Fredericksburg	Spotsylvania
Lacy, Isabel	Meadville	Halifax
Lankford, Louise	Franktown	Northampton
Lawrence, Elizabeth V.	Hampton	Elizabeth City
Leath, Maye	Yale	Sussex
Lee, Evelyn	Orange	Orange
Lee, Virginia	Stony Creek	Sussex
Levinson, Sadie	Newport News	Warwick
Levy, Freeda	Newport News	Warwick
Levy, Rebecca	Hampton	Elizabeth City
Lewis, Leah A.	Village	Northumberland
Lewis, Luray	Village	Northumberland
Lightner, Mary	Falmouth	Stafford
Limerick, Mary	Falmouth	Stafford

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Llewellyn, Charlotte A.	Morrison	Warwick
Long, Irene	Elkton	Rockingham
Louder, Dorothy	Hampton	Elizabeth City
Lubkovitz, Rose	Portsmouth	Norfolk
Luck, Ella	Bumpass	Spotsylvania
Lumpkin, Alice	Dunnsville	Essex
Lumpkin, Edna Muse	Farnham	Richmond
Lumpkin, Lillian	Lane View	Essex
Manson, Sallie	Kenbridge	Lunenburg
Maney, Dorothy	Newport News	Warwick
Marshall, Evelyn	Lynchburg	Bedford
Mason, Margaret	Parksley	Accomac
Matthews, Maggie Lee	Lawrenceville	Brunswick
May, Elizabeth	Hampton	Elizabeth City
May, Mary Alice	Burkeville	Nottoway
McAlexander, Una	Orange	Orange
McCollister, Cecile	Richmond	Henrico
McGrath, Myrtle	Cape Charles	Northampton
McIntyre, Christine	Beaeton	Fauquier
McKenney, Mary Harvey	Montross	Westmoreland
McKenney, Roberta	Thornburg	Spotsylvania
McKenry, Ruth	Lynchburg	Campbell
McLaughlin, Cecelia	Lynchburg	Campbell
McLaughlin, Mary	Lynchburg	Campbell
McNeal, Velma	Fairport	Northumberland
Mears, Corday	Hampton	Elizabeth City
Mears, Mary	Hampton	Elizabeth City
Micks, Katharine	Orange	Orange
Micks, Magruder	Orange	Orange
Milbank, Madeline	Virginia Beach	Princess Anne
Milbank, Margaret	Virginia Beach	Princess Anne
Miller, Betty Teel	Free Union	Albemarle
Miller, Elizabeth Marie	Colonial Beach	Westmoreland
Minor Elsie Louise	Newtown	King and Queen
Moody, Camilla	Fredericksburg	Spotsylvania
Moody, Margaret Orr	Beaverdam	Hanover
Moore, Elizabeth	Newport News	Warwick
Morecock, Bernice	Hampton	Elizabeth City
Mothershead, Lillie	Sharps	Richmond
Muir, Elizabeth	Reedville	Northumberland
Murray, Anne	Hampton	Elizabeth City
Nock, Lorene S.	Nandua	Accomac
Norman, Bettie	Little Plymouth	King and Queen
Norman, Eugenia	Biscoe	King and Queen
Norris, Sally H.	Fredericksburg	Spotsylvania
Omansky, Sara Dorothy	North Emporia	Greensville
Otley, Dorothy	Hamilton	Loudoun
Page, Elsie Virginia	Tabb	York
Page, Helen Louise	Messick	York
Parker, Dorothy	Granite Springs	Spotsylvania
Parks, Grace	Rue	Accomac
Parr, Frances Elizabeth	Culpeper	Culpeper

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Parr, Sara John.....	Windsor.....	Isle of Wight
Payne, Ernestine L.....	Gulvy.....	King George.
Payne, Ernestine L.....	Falmouth.....	Stafford
Perry, Catharine V.....	Fredericksburg.....	Spotsylvania
Perry, Martha V.....	Spotsylvania.....	Spotsylvania
Peyton, Louise.....	Fredericksburg.....	Spotsylvania
Phillips, Ava.....	Poquoson.....	York
Pitts, Katherine.....	Smoots.....	Caroline
Pomeroy, Florence.....	Oak Grove.....	Westmoreland
Pound, Nell.....	Griffin.....	Georgia
Powell, Helen.....	Sutherlin.....	Halifax
Powers, Elva.....	Caret.....	Essex
Prebble, Ruth.....	Lynchburg.....	Campbell
Price, Nell Douglas.....	Sussex.....	Sussex
Pulleyn, Elizabeth.....	Portsmouth.....	Norfolk
Rainey, Mildred.....	Hopewell.....	Prince George
Rector, Mary Louise.....	Haymarket.....	Prince William
Reynolds, Mary.....	Parker.....	Spotsylvania
Rilee, Thelma.....	Little Plymouth.....	King and Queen
Risheill, Susan.....	Alexandria.....	Arlington
Roberts, Grace.....	Bridgetown.....	Northampton
Roberts, Jessie Graham.....	Windsor.....	Isle of Wight
Rogers, Irene.....	Marion.....	South Carolina
Ruff, John.....	Fredericksburg.....	Spotsylvania
Sale, Estelle.....	Corbin.....	Caroline
Saunders, Susie Garnett.....	Champlain.....	Essex
Self, Mabel Ruth.....	Sharps.....	Richmond
Seward, Ruby.....	Gholsonville.....	Brunswick
Sharp, Louisa.....	Waverly.....	Sussex
Shipp, Louise.....	Waverly.....	Sussex
Simmons, Mabel I.....	Kilmarnock.....	Lancaster
Simpson, Hilda.....	Monroe.....	North Carolina
Sinclair, Indie L.....	Naxera.....	Gloucester
Smith, Iris.....	Taft.....	Lancaster
Smith, Josephine Lee.....	Sharps.....	Richmond
Smith, Lillian.....	Oldhams.....	Westmoreland
Snouffer, Willie Morris.....	Berryville.....	Clarke
Snyder, Mary Adelaide.....	Gulvy.....	King George
Soltes, Elizabeth.....	Woodford.....	Caroline
Sparrow, Evelyn.....	Morattico.....	Lancaster
Spillman, Mary Alice.....	Index.....	King George
Spilman, Mary Lee.....	Alexandria.....	Arlington
Squire, Jesse Frances.....	Hampton.....	Elizabeth City
Steuart, Louise.....	Owing Mills.....	Maryland
Strobel, Constance.....	Millington.....	Tennessee
Stump, Hazel E.....	Roanoke.....	Roanoke
Taliaferro, Fannie.....	Milford.....	Caroline
Talley, Ella.....	Beaverdam.....	Hanover
Taylor, Alberta.....	Lorne.....	Caroline
Thacker, Estelle.....	Pendleton.....	Louisa
Thompson, Gladys.....	Forest Depot.....	Campbell
Thrift.....	Village.....	Northumberland
Timberlake, Elizabeth.....	Richmond.....	Henrico

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Tobin, Ellen Mason	Harcum	Gloucester
Tomlinson, Maysie	Fredericksburg	Spotsylvania
Tulloh, Mary Eliza	Alton	Halifax
Tunnell, Kathryn	Onley	Accomac
Turner, Gertrude	Truhart	King and Queen
Vaiden, Mary A.	Fredericksburg	Spotsylvania
Vaiden, Mary Ethel	Norfolk	Norfolk
VanLandingham, Lillian	Rainswood	Richmond
Vaughan, Anna Johnston	Mica	Caroline
Virts, Moselle	Waterford	Loudoun
Walker, Doris	Victoria	Lunenburg
Walker, Lucy Wallace	Corbin	Caroline
Weaver, Dorothy	Williamsport	Maryland
Webb, Lucetta	Hampton	Elizabeth City
Weedon, Marian M.	Fredericksburg	Spotsylvania
West, Frances Lee	Norfolk	Berkley
White, Estelle Gray	Lynchburg	Campbell
Wilkins, Alice	Monroe Hall	Westmoreland
Willard, Kathleen	Emporia	Greensville
Williams, Ruby	Powcan	King and Queen
Williams, Virginia	Fredericksburg	Spotsylvania
Wiltshire, Mildred	Upperville	Fauquier
Wirt, Betty G.	Oak Grove	Westmoreland
Wise, Adelaide B.	Cheriton	Northampton
Wood, Hazel	Oyster Point	Warwick
Wood, Nellie	Hampton	Elizabeth City
Wooten, Edith	Hampton	Elizabeth City
Wornom, Ruth	Poquoson	York
Wright, Bettie F.	Bowling Green	Caroline
Wright, Mary Virginia	Saluda	Middlesex
Wyatt, Grace	Cape Charles	Northampton
Young, Ethel	Thornburg	Spotsylvania

SUMMARY OF STUDENTS

College Students—Session 1923-24	342*
Students—Summer Quarter, 1923	443
Evening Commercial Students, 1923-24	40
Junior H. S. Students, 1923-24	45
Elementary Training School (City)	292
Elementary Training School (Rural)	50

Total receiving instruction through the College1214

NOTE: An alumnae record is kept as a permanent mailing list and our students and alumnae are especially requested to notify us of any change in name or address.

*Registrations for 3rd Quarter not included.

Distinctive Features of Fredericksburg State Teachers College

1. All the work is of College grade. This is a Teachers College for the Training of Teachers. The Legislature of 1924 changed our name to State Teachers College. No teacher-training institution in Virginia has a better faculty.

2. Two year courses, leading to diploma, for (a) primary grades, (b) grammar grades.

3. Four year degree courses (B.S.). Students may major in English, History, Latin, French, Mathematics, Science, Music, Fine and Industrial Arts, Physical Education and Playground Work, Commercial Subjects.

No other Normal School in Virginia is offering any one of these courses.

4. Four differentiated practice schools to fit the needs of students in any course.

5. Strong athletic program. Great attention paid to the physical fitness of students. Trained nurse employed.

6. Home-like features; good meals; Lyceum course; moving pictures; dramatics; literary societies; Y. W. C. A.; Student Government; wonderful school spirit.

7. Most beautiful location on Marye's Heights; 65 acres; spacious grounds and grove; health record unexcelled—never a death among the students.

8. Open air theatre with most beautiful setting in our grove, just completed.

9. Four Quarters during the year (12 months). Full Summer Quarter of 12 weeks, with both Junior and Senior work, and observation classes. Students may take for graduation either Summer or Winter Quarters or a combination of the two.

10. New athletic field with one-fifth mile running track and hockey field now under construction.

11. Student Alumnae Building assured.

12. New Dormitory just opened.

13. \$241 covers entire cost, for full session.

14. Student Aid positions and loans available.

15. We seek only outstanding high school graduates and first grade certificate holders as students. Students lacking in seriousness of purpose not desired.

Register NOW.

A. B. CHANDLER, JR., *President*,
Fredericksburg, Va.

Application for Admission

STATE TEACHERS COLLEGE

FREDERICKSBURG, VA.

1. The applicant for admission will please fill out this blank in her own handwriting, and forward it to the President of the College as early as practicable.

2. Prompt attention to this is urged in order to have a room in one of the dormitories reserved.

3. It is advisable that all applicants write the President of the College, stating fully the schools they have attended and the work they have completed.

4. Mail this blank to

A. B. CHANDLER, Jr., President.
Fredericksburg, Va.

Date_____192_____

1. Name_____2. Age_____

3. Postoffice_____

4. County_____

5. Name of parent or guardian_____

6. Name and address of Principal_____

7. (a) What school did you last attend?_____

(b) Are you a graduate?_____ (c) If not, number high school sessions
completed and units secured_____

8. Do you hold a teacher's certificate?_____9. Grade_____

10. Have you taught?_____11. How long?_____

12. Is your health good?_____

13. Do you wish a room reserved for you in one of the dormitories?_____

14. Do you wish a State Scholarship entitling you to free tuition?_____

15. If so, is it your intention to teach for two years in the public schools of Virginia?_____

Free tuition is given to those who have taught or expect to teach in the Public Schools, provided they are recommended as to character and seriousness of purpose by the Division Superintendent.

16. Check the Course you now think of taking.

- | | |
|-------------------------|-------------------------|
| (a) Primary Grades; | (d) Home Economics; |
| (b) Grammar Grades; | (e) Business Education. |
| (c) High School Grades; | |

17. Are you now contemplating (a) a Two year Diploma Course or (b) a Four year B. S. Degree Course? (Check)

Name in full_____

If you wish a State Scholarship, have the Superintendent of Schools of your division sign the following:

I hereby recommend_____

for appointment as a State Scholarship student.

(Signed)_____

Superintendent of Schools.

